

'Unpalatable' facts revealed about poly courses

from page 1

degree at Thames (nine students in 1975).
analysis of national student recruitment in the 30 polytechnics shows large variations between different institutions and an over-proportion of courses in many science and technology subjects. Among the most dramatic examples of the latter, in 1974 were chemical engineering, polymer science and technology, chemistry, mathematics, computer science, physics, material sciences and naval studies.

Some languages and engineering courses appear to have had a history of bad recruitment. Figures for 1975 show an improvement in engineering recruitment on most courses.

Degrees in polymer science and

technology at Manchester and North London attracted nine and seven students respectively.

The entire 1974 recruitment in national studies figures of 32 students is divided between five courses at four polytechnics. It ranged from nil at Sunderland, two and five at the City of London and 12 and 13 at Plymouth and Liverpool. This year, apart from the collapse of recruitment at the City of London, situations have improved.

Recruitment in chemical engineering divides 71 students between four polytechnics: North East London (12); Glamorgan (17) and Teesside and South Bank (21 each).

One third of the entire recruitment in polytechnic mathematics degrees in Britain is admitted to one institution, Teesside (61 students)

while the remaining 132 students are divided between 10 other degree courses with only 18 months' recruiting more than 20 students.

Nearly one third of all computer science undergraduates are recruited to two polytechnics, Hatfield and Portsmouth, with a further third at another three: North Staffs, Brighton and Sheffield. A further eight polytechnics share the remaining third of the students with the lowest figures at Leeds (14), Glamorgan (15), Kingston (16) and Thames and City of Leicester (17).

Taken over a five year period the number of computer science courses has doubled, having admissions in 1975 to 18 students over the past three years; and food science at South Bank: 12 and 18 students in the past two years.

One of the more hopeful differences between the 1974 and 1975 figures has been the improvement in admissions to electrical, mechanical and production engineering courses.

The 1974 figures showed large numbers of engineering courses failing to admit more than 20 students.

This year's figures seem to suggest that optimism to electrical, mechanical and production engineering, which have doubled in many places, are well justified in many places, although it is still falling far short

of a healthy entry of about 50 students per course.

Among the highest recruits are the multi-disciplinary degrees at the City of London (221), combined studies at Middlesex (155), social studies at Liverpool (124), social science at Central London (118).

Reaction to the figures was swift this week. Sir Alex Smith, chair of the Committee of Directors of Polytechnics, called for a national body to manage higher education with the introduction of some rationalization of courses between institutions.

He said the figures showed how inefficient the whole of the higher education system was, with approval in admissions to electrical, mechanical and production engineering courses.

The 1974 figures showed large numbers of engineering courses failing to admit more than 20 students. This year's figures seem to suggest that optimism to electrical, mechanical and production engineering, which have doubled in many places, are well justified in many places, although it is still falling far short

of a healthy entry of about 50 students per course.

Among the highest recruits are the multi-disciplinary degrees at the City of London (221), combined studies at Middlesex (155), social studies at Liverpool (124), social science at Central London (118).

Reaction to the figures was swift this week. Sir Alex Smith, chair of the Committee of Directors of Polytechnics, called for a national body to manage higher education with the introduction of some rationalization of courses between institutions.

He said the figures showed how inefficient the whole of the higher education system was, with approval in admissions to electrical, mechanical and production engineering courses.

The 1974 figures showed large numbers of engineering courses failing to admit more than 20 students. This year's figures seem to suggest that optimism to electrical, mechanical and production engineering, which have doubled in many places, are well justified in many places, although it is still falling far short

General Vacancies continued

The British Council Overseas Career Service

The British Council requires well-qualified men and women to occupy key appointments in its overseas career service.

What is the British Council?

- to promote a wider knowledge overseas of Britain, its people and institutions
- to develop closer cultural ties with other countries
- to promote a wider knowledge of the English language
- to administer educational aid programmes.

All these activities are directed towards the mutual benefit of Britain and the host country.

What do we want?

We need good administrators who also possess the qualities of personality and the management potential which the problems of international representation demand. The Council has staff to 80 foreign and Commonwealth countries — and overseas career service officers must accept to serve wherever posted. If appointed you will spend up to two-thirds of your working life abroad. Three-quarters of the posts are in the developing world.

What will you be doing?

You will be expected to assume a wide range of responsibilities in the field of cultural, educational and scientific exchange. Those with appropriate qualifications and relevant experience may additionally be required to advise on English teaching, science and science education, audio-visual techniques, library work etc.

What qualifications are required?

You must be a graduate of a British university with a first or second class honours degree, or a higher degree. Any degree subject or specialization is acceptable, but we are particularly looking for candidates qualified in education, science, English language teaching, engineering and technology, accountancy and finance, librarianship or publishing.

In addition, you must have had several years' experience relevant to the Council's work. For example, in the areas of administration, management, public service, research, teaching, overseas voluntary service. An aptitude for languages is highly desirable.

You should be between 25-35 years of age.

What are the prospects?

All appointments will be made with a view to promotion to senior specialist managerial posts. The starting salary is between £2,100-£3,100 (including pension, London weighting and threatened payments) depending on experience and qualifications. Promotion is on merit to £7,500 and above. There is a non-competitive superannuation scheme.

Additionally, officers while serving overseas receive:

- Overseas allowances
- Free furnished accommodation
- Paid passage for families
- Children's educational allowances

For further details and an application form please write now, quoting C12, to Staff Recruitment Department, The British Council, 63, Davies Street, London W1X 2AA.

Recruitment in some degree courses, October 1974

Computer Science				Physics			
	1st year	Sandwich	Total		1st year	Sandwich	Total
Nottingham	28 (22)	87	(291)	North London	13 (17)	39	(100)
Nottingham	45 (46)	139	(143)	South Bank	8 (14)	40	(111)
King's College	16 (27)	81	(116)	Newcastle	19 (26)	104	(111)
Leicester	17 (16)	79	(98)	Nottingham	9 (6)	36	(8)
Leeds	40 (33)	131	(118)	Liverpool	15 (17)	51	(21)
Leeds	24 (30)	84	(71)	Purvis North	15 (13)	46	(20)
North Staffs	24 (58)	123	(259)	Lancaster	4 (10)	16	(4)
Nottingham	18 (28)	61	(75)				
Leeds	16 (20)	58	(30)				
Sheffield	27 (25)	68	(45)				
Sheffield	15 (12)	43	(27)				
Sheffield	15 (12)	43	(27)				

Figures in brackets 1973, other figures 1974.
— unable to recruit.

Mathematics and statistics (including statistics and computing; mathematics and computing)				Combined studies science			
	1st year	Sandwich	Total		1st year	Sandwich	Total
Nottingham	18 (25)	69	(77)	Brighton	24 (32)	78	(70)
Nottingham	14 (13)	44	(52)	Central London	80 (92)	278	(102)
Nottingham	18 (17)	42	(34)	Nottingham	86 (1)	287	(174)
Nottingham	16 (16)	47	(57)	Nottingham	41 (1)	41	(1)
Nottingham	16 (16)	47	(57)	Nottingham	28 (29)	36	(2)
Nottingham	16 (16)	47	(57)	Nottingham	42 (58)	123	(259)
Nottingham	16 (16)	47	(57)	Nottingham	78 (28)	92	(60)
Nottingham	16 (16)	47	(57)	Nottingham	72 (72)	138	(17)
Nottingham	16 (16)	47	(57)	Nottingham	101 (1)	101	(1)
Nottingham	16 (16)	47	(57)	Nottingham	101 (1)	101	(1)

Figures in brackets 1973, other figures 1974.
— course closed.
— unable to recruit.

Materials science				Full-time			
	1st year	Sandwich	Total		1st year	Sandwich	Total
Nottingham	18 (25)	69	(77)	Nottingham	118 (1)	118	(1)
Nottingham	14 (13)	44	(52)	Nottingham	26 (30)	82	(38)
Nottingham	18 (17)	42	(34)	Nottingham	54 (51)	118	(102)
Nottingham	16 (16)	47	(57)	Nottingham	61 (51)	136	(102)
Nottingham	16 (16)	47	(57)	Nottingham	73 (61)	170	(102)
Nottingham	16 (16)	47	(57)	Nottingham	77 (68)	167	(102)
Nottingham	16 (16)	47	(57)	Nottingham	77 (68)	167	(102)
Nottingham	16 (16)	47	(57)	Nottingham	77 (68)	167	(102)

Figures in brackets 1973, other figures 1974.
— course closed.
— unable to recruit.

Recruitment to two polytechnics

HUDDERSFIELD				SOUTH BANK			
	1973	1974	1975		1973	1974	1975
Subject	30	39	41	Subject	22	22	22
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12
Engineering systems	12	12	12	Engineering systems	12	12	12

The desired recruitment to Huddersfield and South Bank illustrates above in a pictorial form the problem facing the polytechnics. It shows how courses like chemistry and physics have been consistently failed to attract many students while courses launched in the humanities and business studies have remained strong or grown at fast rates.

It also shows how specialist courses like chemical engineering, which have doubled in many places, are well justified in many places, although it is still falling far short of a healthy entry of about 50 students per course.

THE TIMES Higher Education SUPPLEMENT

November 21, 1975. No. 213

Price 12p

Stiff reprimand for Mr Miller

by Frances Gibb

Mr Tarcus Miller is to keep his post as director of the Polytechnic of North London but was warned to stay out of trouble after the Court of Governors voted this week by 17 to 5 to adopt the report of the committee set up to find ways of exercising more control over the director.

The report does not recommend Mr Miller's dismissal but warns: "Any future ill-considered correspondence on his part would be regarded as a serious matter, not least because it would reveal a significant lack of discretion on the part of one whose job essentially requires discretion."

While it recognizes that there is no measure which can ensure direct behaviour the committee says: "Further indiscretions may be prevented by the court's formally drawing the attention of the director to this report."

The differences at the polytech-

nic were some excuse for an "isolated lapse and error of judgment," the report says. "Less excusable is a repeated lapse or error."

Students, about 100 of whom picked the governors' meeting, abandoned plans for an immediate occupation of the polytechnic buildings after a poorly attended union meeting this week. But future direct action has not been ruled out.

The five man committee under Judge Eric Stockdale was set up in June after the governors had voted by 16 to 10 to suspend Mr Miller for "grossly improper" behaviour.

Mr Miller had written to the Secretary of State for Education recommending further cuts in the level of student representation on the polytechnic's academic board. The level had already been agreed both by the court of governors and the joint polytechnic/Inner London Education Authority advisory committee, on both of which Mr Miller was a member.

Dr Walter Ross, then chairman of the governors, did not consider Mr

Miller's action warranted suspension under the terms outlined for such cases in the polytechnic's articles of government, and instead set up the committee.

Referring to the director's withdrawal of his letter, after the strong reaction it provoked, the report notes that he "failed to expect such a reaction or such criticism."

It was a similar lack of foresight which led him to make "the ill-considered statement" about staff and students reported in the press in June, it says.

Throughout its inquiry, the committee was conscious of the director's rights of free speech and freedom to write articles and letters. The court has no right to gag him, it says.

But acceptance of any post implies an agreement to act responsibly when making speeches and when writing articles and letters which relate to that post, it says.

Mr Miller has been asked to look for a similar action last year ago. He was not available for comment this week.

Ministerial meddling in SSRC claimed

by David Walker

Social Sciences Correspondent

The Social Science Research Council (SSRC) has been accused of ministerial meddling in its former chairman says in an article published today.

Mr Andrew Shonfield, director of the SSRC from 1968-71, says that his experience at the hands of Mrs Thatcher, then Secretary for Education and Sir Keith Joseph, then Secretary for Social Services, had taught him the need for "an effective safeguard" against political interference.

"I am not saying the SSRC was plagued with political appointments but there was a tendency for each minister to be his own, or her own, social scientist," he writes. "Neither he nor she would presume to express his personal intellectual predilections in the choice of physicists or medical researchers."

Mr Shonfield suggests that appointments to the SSRC should be made only on the proposal of the chairman, who would present the minister with a choice of absolute freedom to choose. He says that Mrs Thatcher, "a farcical addict of the free market," took over the Department of Education with very definite views about the kind of economists she liked and did not like.

He adds that any chairman of the SSRC who mentioned the words "income policy" to her at that time put his reputation at risk.

SSRC Newsletter, November 1975.

Poly directors urge commission

Proposals for a national commission on higher education which would determine the requirements of the student types of education and allocate resources, were made this week by the Committee of Directors of Polytechnics.

The committee, commenting on the new regional machinery suggested by the Council for Local Education Authorities, claimed that the higher education system of higher and further education was now organized in a wasteful duplication of too many courses in too many institutions.

Full document, pages 4 and 27. James Forster, page 9. Leader, page 14.

Low recruitment to technician courses 'threatens industry'

by David Hencke

Almost half the 360 Higher National Diploma courses in England and Wales were unable to attract 20 students in October 1974, according to confidential figures prepared by the Department of Education and Science.

At least 29 HND courses either failed to run or were closed by regional inspectors, and another 31 could not recruit 10 students. The remaining 120 courses failed to reach admissions of 20.

"Taken with the recruitment to degree courses, published in *The Times* last week, the figures show that more than 250 of 1,000 courses provided by polytechnics and colleges of technology, with an admissions requirement of one A level or more, were recruiting below 20 students.

If empty places in universities are added to this total some picture of the dearth of suitably qualified science undergraduates and skilled technicians needed for British industry can be ascertained.

Sir Alex Smith, chairman of the Committee of Directors of Polytechnics, commenting specifically on the HND figures, published this week, said: "I am very concerned about the shortage of skilled technicians. If this level of recruitment is continued these courses face almost certain death in the next decade, with serious consequences for British industry."

An analysis of the low recruitment to HND courses shows a similar pattern to degree recruitment. Figures are low for science and technology and high in the fields of business studies, hotel and catering and agriculture.

Total recruitment marginally increased between 1973 and 1974.

continued on page 28

Universities cheered by applications

Applications for university places for 1976 will be up to 10 per cent higher than this year, with medicine, some branches of applied science, law, economics, accountancy and English attracting significantly more sixth formers.

The Universities Central Council on Admissions has processed nearly 20 per cent more applications than this time last year, a slightly false comparison because of a staff overtime ban at UCCA last year which slowed the process up. Applications closed on December 15 but most universities have seen what their expected total would be.

University admissions officers are very pleased with the provisional figures. Mr Ted Nukkle of Sussex University said an increase of about 5 per cent over last year was to be expected. He suggested that changes in the size of the population in several parts of the country could explain part of the rise, but warned that a shift in the timing of university applications could distort the picture.

One admissions officer said he would be very surprised if there were any university that did not get last year's admissions total.

In most universities applications are up in a range of subjects from English and history to the arts side to mechanical engineering, and even chemistry on the science side. Subjects which seemed to be attracting fewer students than last year include modern languages, particularly French, German and Russian.

However there are indications that applications in one of the most sought after areas, medicine, are fluctuating off and the increase in this area has not been as high as expected. Though in some universities—such as Leicester—applications to study medicine could be up to 20 per cent more than in 1975, elsewhere, as at Leeds, they could be only a few per cent higher.

Are admissions complicated by the fact that while English keeps its popularity modern languages are declining, with exceptions such as French at Surrey University, which reports "enough numbers" of applicants.

In the social sciences early indications see that the popularity law may be tailing off slightly while economics and accountancy are likely to attract up to a quarter more applicants than last year.

Other subjects where applications are likely to be up include mechanical engineering, agriculture and geography.

Production engineering was one of the lowest areas of recruitment. Figures returned to the DES before November 1 last year showed that Lancaster Polytechnic had recruited one student, Birmingham Polytechnic four, and Hatfield Polytechnic six.

The largest recruitment was to three colleges, Accrington College of Further Education (20) and Wiltshire and Solihull Colleges of Technology (19 each).

Since, however, sandwich courses start do not start until January

800 student communists

The British Communist Party has reported a student membership of more than 800 with branches in 62 universities and colleges.

At the thirty-fourth annual party congress in London this week the national student committee said it had an active year, attracting nearly 650 people to its Communist University held in London in the summer.

Contents

Social anthropology



Edward Moody, R. L. Stirrat and Ann Oakley are among the contributors to five pages of anthropological reviews, pages 19-23

T. S. Elliot

Denis Donoghue reviews Elliot by Stephen Spender and a new edition of Elliot's prose edited by Frank Kermode, page 16

Tortured in Chile

A seminar on education in Chile last week heard accounts of life under the Junta. Jane Feinmann reports, page 9

Sir Arthur Vick

David Walker profiles the retiring vice-chancellor of Queen's, Belfast, page 7

Paul Johnson

More replies, from Bernard Williams, Martin Jacques and John Holloway, page 11

Arts and skills

Patrick Nuttgens argues that there is an imbalance between academic disciplines and skills in our education and suggests a remedy, page 15

Dinny	5
Lottery	8, 14
OU programmes	10
Noticeboard	10
Overseas news	12, 13
Books	16-26
Classified Index	24

'Symbolic' move south for Chelsea College

The move by Chelsea College to a central site at Wandsworth will be a significant symbolic step for London University, Lord Wolfenden, principal of this college, has predicted.

Speaking at a ceremony to mark the laying, by Queen Elizabeth the Queen Mother, of the foundation stone at Wandsworth, Lord Wolfenden said he expected links with other London University colleges and Senate House to remain as strong as ever.

The move stems from the 1968 Todd Report on Medical Education when it was suggested that the college should merge a link with St George's Hospital Medical School and the Royal Dental Hospital School of Dental Surgery, both in the process of redevelopment at Wandsworth.

The hall of residence, due to be completed in 1977, will be the first building on site and will be followed by a science education centre. Other departments of Chelsea College, at present spread over a wide area of London, will move south in the process of redevelopment at Wandsworth.

Lord Wolfenden said it would be the first time a "multi-faculty" presence had been manifested in south-west London, but the college did not intend to become an ivory tower or isolationist in its outlook.

He paid tribute to Dr Malcolm Gavin, former principal of Chelsea College, after whom the hall is named. Dr Gavin, said Lord Wolfenden, had devoted himself to the advancement of Chelsea College



The Queen Mother lays the foundation stone at Malcolm Gavin Hall.

within London University and had been deeply involved in the planning for the triplicate academic enterprise.

Lord Wolfenden said an omni-

mons donor had enabled the college to obtain the new site. Next week the Queen Mother celebrates her twentieth year as Chancellor of London University.

DES threat to college 'lame duck' departments

by David Hencke

Departments in many colleges of education could be closed under new proposals for a further rationalization of teacher training planned by the Department of Education and Science.

A draft circular is being prepared by senior DES officials to devolve powers to nine of the Regional Advisory Councils to reduce the number of course options available to the bachelors of education degrees.

The scheme has been thought necessary because there is a danger that unpopular subjects will be phased out by many colleges when faced with reductions of between 30 and 65 per cent in teacher training places.

It is understood that officials have belatedly realized that subjects like mathematics, science, music and religious education, where there is still a serious teacher shortage, could be seriously at risk when colleges are asked to reduce their numbers and recruiting subjects.

Under the draft DES proposals, still under discussion, RACs will be empowered to convene meetings

to discuss the problem and put forward proposals on courses for their area.

They will, therefore, be taking over the defunct role of the former area training organizations, based in the universities.

The result of such course rationalization would mean the closure of some college departments, since course options would be concentrated in one or two colleges in the area. It is hoped that science and mathematics departments could then be concentrated in selected colleges with viable numbers, rather than scattered in several or eight colleges with four or five students in each subject.

The tone of the circular shows that the DES is concerned that the colleges, which will be in competition outside teacher training with polytechnics and universities, may not be able to attract viable numbers for many courses.

The DES is proposing to reorganize the colleges in East Anglia, since only small numbers are involved and the RAC is one of the smallest in the country.

NUS promises positive action on housing and welfare

by Jane Headley

The National Union of Students will be taking much more positive action in future to combat the crisis in student accommodation and to step up its welfare campaign. But students' unions must be prepared to play their part at a local level.

This was the overall message from NUS conferences on housing and welfare held at the University of Aston in Birmingham last week.

Addressing 150 delegates at the housing conference, Charles Clarke, the NUS president, said: "My experience of the NUS housing campaign in the past has been that at the end of the academic year we put out press releases and posters but very little new is said."

"We have now gone on beyond the poster and press campaign. This is the first time the NUS has held a conference of this nature and we are taking our first steps towards positive action."

Mr Clarke went on to outline ways in which students could take action to combat the shortage in housing: not only for students, but for everyone.

They must be prepared to undertake basic research on housing in their areas, he said, finding out such things as the local authority policy on housing, the number of empty properties, the kind of property being built—whether for families or for single people, the demand for accommodation and so on.

The needs of students must form part of the needs of the community as a whole, Mr Clarke added. But at the same time, he pointed out, if residential accommodation became the responsibility of local authorities, students would have no rights as other tenants—such as

security of tenure and rent allowances. "At the end of the day, we must accept that halls of residence should not be reserved specifically for students."

Mr Clarke also urged that students' unions cooperate with other organizations in the locality such as housing associations, sporting organizations, youth clubs and trade union youth movements.

Addressing the welfare conference, Jez Lloyd, vice-president (welfare) of the NUS, also called for more action at a local level. He stressed the usefulness of area welfare conferences, not only because they brought different groups together, but also because of the feedback they could provide to NUS headquarters.

Students were probably now facing far greater problems than ever before, so far as grants, housing, social security, health and other welfare issues were concerned, Mr Lloyd said. This meant that welfare officers not only had to deal with the "nuts and bolts" problems experienced by students but also actively participate in the welfare campaign to tackle the structural problems.

"There is an artificial separation between welfare work and campaigning in terms of tackling students' problems," he said. "People working in welfare are not the subject of campaigning and must be prepared to face up to local authorities, the DfSS and so on."

It was important, too, Mr Lloyd said, for students' unions to set up area welfare networks. In this way, he said, the welfare officer could benefit from the facilities of larger and better equipped unions.

'Scots control for universities'

The control of the Scottish universities will be with the Scottish Assembly when it is set up, the Scottish Council of the National Union of Students voted at the weekend. To exclude them would perpetuate the binary system in Scotland's higher education and its present "enormous structure and policy."

The devolution question would be one of the most important to be tackled by NUS Scotland in the coming year, Mr John Reid, vice-chairman, told the meeting in Edinburgh. It is important to establish a role in the opportunity it provided to reorganize the whole post-school sector in Scotland.

Mr Stewart McIntosh, chairman of NUS Scotland, urged closer liaison between students' organizations and local trade unions, and in particular, particularly in the light of cuts in education. He said they now had very good links with the Scottish TUC, the National Union of Public Employees and the Educational Institute of Scotland, all of whom were represented at the conference.

Mr McIntosh claimed that a further £100m would be slashed from higher education alone. Along with other proposed cuts, the effect

would be to starve the education system to death. The public services were being put into a state of suspended animation. Mass action by students next term was "very likely" if these proposals were implemented.

Strathclyde students moved a successful motion which demanded the reversal of all cutsbacks in educational spending and more effective campaigning of a national level. It also called for urgent action to abolish the binary system of education and the distribution of grants and an end to discretionary awards.

The NUS Scottish executive perceived the conference as a landmark in the struggle for the reversal of all cutsbacks in education. The executive believed that "where students exercise their freedom not to join the National Union, they should not benefit from the services and internal events of the union. An amendment to the executive's motion, which Gordon's faculty, NUS, voted against, was defeated.

Mr McIntosh claimed that a further £100m would be slashed from higher education alone. Along with other proposed cuts, the effect

Boyle warns of danger in exceeding targets

by David Walker

Applications to Leeds University were so buoyant, there was a "real danger" of exceeding the target set by the University Grants Committee, its vice-chancellor, Lord Boyle, said yesterday.

He told the university court that the outlook for the year was much less critical than had been feared. Undergraduate numbers were almost 20 per cent up on 1974. The university was in the black with an accumulated reserve of nearly £500,000 in July, 1975.

The total number of undergraduates in the university this year was 7,425 compared with 7,665 in 1974 and the target set by the UGC for 1976-77 of 7,500 to 7,800 students. The bulk of the growth in student numbers was in the arts faculties and Lord Boyle suggested a move away from the UGC norms of 40 per cent arts-based to 60 per cent science-based students.

Lord Boyle warned that it would be dangerous for the university either to overshoot or seriously to miss the UGC target. To exceed it would mean the university would have students not paid for through the block grant. To miss it would rob Leeds of any supplementary sums allocated by the UGC.

He recommended to the university a definition of planning, acquired when serving as a Treasury minister, which saw it as the art of handling short-term fluctuations in such a way that they did not result in long term weaknesses.

Despite a predicted £1m deficit by the end of the year 1975-76 the university had made sufficient economies to bring the deficit down to less than £300,000 which was then deducted from reserves.

They had been left with £500,000 in reserve, when they had expected their reserves to be wiped out completely. Short-term financial management, leading money for awards, periods at high rates of interest, had brought in £90,000.

Lord Boyle said the Government's pay policy affected the university



Lord Boyle

tions in such a way that they did not result in long term weaknesses.

Despite a predicted £1m deficit by the end of the year 1975-76 the university had made sufficient economies to bring the deficit down to less than £300,000 which was then deducted from reserves.

They had been left with £500,000 in reserve, when they had expected their reserves to be wiped out completely. Short-term financial management, leading money for awards, periods at high rates of interest, had brought in £90,000.

Lord Boyle said the Government's pay policy affected the university

Staff stage cuts strike in Manchester

by Frances Gibb

Lecturers at Manchester Polytechnic staged a half-day strike this week in protest against plans to reduce the area's teacher training staff by 50 per cent. About 200 of them also staged a Manchester education committee meeting.

The committee is considering proposals that after the planned merger between Manchester Polytechnic, Didsbury and Hollings colleges of education, and between Gaskell, Manchester and Mather colleges of education, the present 435 teacher training staff be cut to between 195 and 210 by 1983.

Teacher training students in the area are also to be cut by about 50 per cent. By 1981 they will be reduced from the present figure of 3,890 to 1,950.

The first redeployment of staff will not take place until 1977 and all affected will be given one year's notice. In 1977, teacher training will be cut by 30, and in subsequent years by 50. Staff numbers in the two new institutions, which are expected to be formed by next September, would be roughly equal.

The committee estimates that the maximum staff likely to retire before 1983 is about 50.

Mr Bob Aske, secretary of the polytechnic's branch of the Association of Teachers in Technical Institutions, which represents two-thirds of the polytechnic's teaching staff, said: "One is left in doubt as to what the other members of staff are going to do if they do not go into schools or into other colleges."

Dr David Jones, further education officer of Manchester education authority, said: "The proposals are still being considered but we would hope that the education committee will keep its guarantee that there won't be any redundancy."

"We would envisage that all staff would be absorbed in other jobs. The authority has seven colleges of further education and a large number of schools. Also, some staff might be happy to retire."

Letters, page 14

New £1m computer at Bangor

Bangor University is to have a new £500,000 American DEC 1080 computer to replace the present ICL 4130. Bangor follows York, Leeds and Essex in choosing DEC machines.

Mr Brian Rudall of the university's computer laboratory said the new machine could have met their needs since the 1080 was the "most elegant" of the

equipment was an expansion of "on-line" capacity for research and teaching.

In future a total of 512 users will be able to communicate directly with the computer. The present limit is 24.

The DEC 1080 will be installed in August, 1976 and will be moved to a new £1m computer centre in October 1977. The system will be one of the largest in Wales.

AUT salary issue still in the air

Academics are no closer to getting their cost-of-living salary increase. The Department of Education and Science had not replied by Wednesday in requests from the Association of University Teachers for a further meeting.

DES officials have been in consultation with the Department of Employment over both the exact timing of the £312 cost-of-living payment being offered to university teachers and the wording of any assurances that might be given on future salary claims by the AUT.

Answering a question in Parliament from Dr Keith Henshaw, MP, secretary of the Conservative Parliamentary Education Committee, Mr Mulley, Secretary of State for Education, said that university staff would not meet the Government's counter-inflation policy to be broken especially for them.

In many local AUT branches what is seen as the Government's dilatoriness in settling has strengthened the demand for reform of university teachers' pay negotiating machinery. The regular winter meeting of the AUT council to be held next month in Swansea will discuss the abolition of the present two-tier system of negotiating first with the university authorities and then with the Conservative Education Committee.

The AUT executive will recommend to the council that the machinery be reformed so that the AUT can get to the "point of decision" on salary claims without having to seek the permission of any other body.

Mr Laurie Sapper, general secretary of the AUT, said: "Members want to time claims when they want and for how much they want. They want the freedom, too, to refer claims to arbitration if they wish."

If the proposed changes are passed by the council the AUT is bound to notify the Universities Authorities Panel and the DES and is likely to invite the Advisory, Conciliation and Arbitration Service to help the parties agree on a new negotiating system.

Computer centre protects its users at expense of growth

by Alan Cane
Science Correspondent

London University Computer Centre has protected its users over the past year at the expense of developing the service and any further cuts in the budget would mean shutting down one of its machines. The computer centre, which has a turnover of £120,000, is essential to the development of an interactive service and delay in the replacement of obsolete magnetic tape systems, due last year.

The centre's annual report, published this week, shows that it cost £580,000 to run last year against an estimate of £520,000. The Computer Board, which has responsibility for supporting the university computer services, provided only £530,000.

The report says: "With the realisation of the massive power available at the centre, this underlines the fact that regional centres can operate at very low costs per copy delivered and that they form the backbone of the nationwide university computer services."

It goes on: "Without their assistance it is hard to imagine how university research that requires computing could continue without massive increases in financial support."

Nail Spooner, director of the London University centre, said this week he believed that the university centres—the others are in

Manchester and Edinburgh—should provide a high-quality, low-cost service as a foundation for the programme of investment in other university centres.

"Without the existence of the regional centres," he said, "most universities would be overwhelmed by demands for computing facilities."

The Board of Management of the centre have undertaken a study of future demands for computing to support research and education in the universities and these have led to a proposal to increase the centre's capacity in 1978.

Mr Spooner said that the pattern of usage had changed and was no longer so dominated by a few small groups. "Excluding higher energy physics, for which special provision has been made by the Science Research Council, less than ten per cent of the computing for research available at the centre, this underlines the fact that regional centres can operate at very low costs per copy delivered and that they form the backbone of the nationwide university computer services."

It goes on: "Without their assistance it is hard to imagine how university research that requires computing could continue without massive increases in financial support."

Nail Spooner, director of the London University centre, said this week he believed that the university centres—the others are in

Manchester and Edinburgh—should provide a high-quality, low-cost service as a foundation for the programme of investment in other university centres.

"Without the existence of the regional centres," he said, "most universities would be overwhelmed by demands for computing facilities."

The Board of Management of the centre have undertaken a study of future demands for computing to support research and education in the universities and these have led to a proposal to increase the centre's capacity in 1978.

Mr Spooner said that the pattern of usage had changed and was no longer so dominated by a few small groups. "Excluding higher energy physics, for which special provision has been made by the Science Research Council, less than ten per cent of the computing for research available at the centre, this underlines the fact that regional centres can operate at very low costs per copy delivered and that they form the backbone of the nationwide university computer services."

It goes on: "Without their assistance it is hard to imagine how university research that requires computing could continue without massive increases in financial support."

Nail Spooner, director of the London University centre, said this week he believed that the university centres—the others are in

Manchester and Edinburgh—should provide a high-quality, low-cost service as a foundation for the programme of investment in other university centres.

"Without the existence of the regional centres," he said, "most universities would be overwhelmed by demands for computing facilities."

The Board of Management of the centre have undertaken a study of future demands for computing to support research and education in the universities and these have led to a proposal to increase the centre's capacity in 1978.

Mr Spooner said that the pattern of usage had changed and was no longer so dominated by a few small groups. "Excluding higher energy physics, for which special provision has been made by the Science Research Council, less than ten per cent of the computing for research available at the centre, this underlines the fact that regional centres can operate at very low costs per copy delivered and that they form the backbone of the nationwide university computer services."

Sussex may validate Brighton Poly degrees

by David Hencke

Sussex University was this week to consider validating two new three-year bachelors of arts degrees for Brighton Polytechnic.

Proposals for new BA degrees in British studies and a BA combined studies have been put before the colleges advisory board of the university. The degrees are believed to be the first extension of bachelors degrees to be awarded for a polytechnic institution for some time.

They are part of the proposed cooperation between Sussex University and Brighton Polytechnic which was envisaged by Lord Croomer-Hunt when he decided that Brighton College of Education should be merged with the polytechnic rather than the university. One important feature of the proposal is that students who do well in their final examinations will be eligible for an honours classification.

If the degree proposals are successful the possibility of students receiving honours degrees after three years at other colleges of higher education accredited by Sussex University is likely.

Last year Sussex University approved three-year ordinary degrees in humanities and human movement for the new Eastbourne College of Higher Education and Humanities degrees for Bishop Otter College, Chichester.

A sample survey of students at Reading University has revealed that about three-quarters of them would reach the university nearest their home in less than an hour. Over 52 per cent lived less than 15 miles from it.

The survey, published this week, was conducted by Miss Jill Gardner, a final-year undergraduate in mathematics and statistics, together with Mr Derek Pike, her tutor.

Students were asked whether they would like to attend their nearest university. More than 60 per cent of the sample said they were unwilling to live at home. Nearly a third said that a desire to move away from home was in fact the main reason why they were not attending their nearest university.

Another third said they could not follow their chosen course of study there.

Concluding their discussion of whether students should be encouraged to stay at home, the authors say that while it would save the accommodation shortage, it would reduce freedom of choice to an undesirable extent.

Neighbourhood Universities: an investigation into their reality and feasibility. By Derek Pike and Jill M. Gardner. University of Reading. Price 75p.

Three solutions for post school administration proposed

by Sue Reid

Regional executive government could take responsibility for administering advanced further education, higher education and initial and in-service teacher training in the future, Mr Dudley Fluke, chief education officer in Manchester, has suggested.

Giving a public lecture in Manchester this week Mr Fluke said many people did not believe that 104 separate local education authorities could permit the retention of responsibility for the 100 institutions of higher education now being shared on the public side of the "binary divide".

The 1944 Education Act, he said, had created an excellent structure for all the truly local services such as nursery, primary and secondary schools and local technical colleges, but it had never been the ideal vehicle for further and higher education.

Higher education remained within local government because the Government had rejected the views of the Robbins Committee, which in 1963 proposed the transfer of teacher training to the universities.

During the lecture, named "Education: the cuckoo in the local government nest", Mr Fluke suggested three other possible solutions to the problems facing education administration.

There was the possibility of new bodies on the lines of the new health authorities which would give the 440 of 15 years and that

led to the abolition of separate school boards. At that time it had been argued that this course could lead to extravagance, said Mr Fluke. However, he added, this particular argument was now weakened by the long list of other services no longer within local government.

Certainly the education service was big enough to go it alone and if lines of representational democracy was feared it would be possible to hold separate elections.

As a third alternative Mr Fluke suggested the wholesale transfer of control of the education service to a national level. The creation of a new national education board, or even two separate boards, one for higher education and one for schools, was a theoretical possibility, although the rigidity of the system against centralized bureaucracy would need to be protected.

Mr Fluke believed that such a change would be undesirable and even perhaps unworkable, although it had to be recognized that many people might not mind unduly if such a system were able to include effective community involvement in the running of individual schools.

Even so, he said, the prospect of change in the affairs of 30,000 institutions from Whitehall was certainly daunting and contrary to other current trends.

Of the three possible futures the welfare solution looked the strongest runner with a regional solution dependent on the wider emerging system of decentralization.

There was the possibility of new bodies on the lines of the new health authorities which would give the 440 of 15 years and that

'Change girls-will-be-girls line at A level'

by Frances Gibb

A-level courses should allow pupils going on to higher education a selection of subjects which cross the traditional sex-role boundaries, the National Committee of Working Women's Organizations has recommended this week.

Early specialization for boys and girls entering higher education must be discarded, the committee said. Girls missed opportunities in science, and boys missed them in languages. This was more the case in single-sex than in mixed schools.

The committee's recommendations were contained in a document which commented on the Government report, *Curriculum Differences*

for Boys and Girls, published in April. Summarizing the report, the committee said: "The range of courses offered to boys is greater than that offered girls, who are especially at a disadvantage in single-sex schools in sixth form subjects as well as science and mathematics."

For girls taking pure science, the choice was invariably biology which by itself had limited value as a qualification for continued education. But the quality of science courses that excluded biology was open to serious question.

Other recommendations were that there should be legislation for statutory release for all up to the age of 18. Day release is not

encouraged by employers in employment where women predominate. Furthermore, young women do not always take such opportunities as they arise.

The possibility of educational credits for later use for day release not taken up between the age of 15 and 18 should be investigated, the committee suggested.

Few women applied for craft and technical courses, partly as a result of poor instruction in mathematics, technical drawing and craft subjects at school. Colleges of further education should be encouraged to provide evening classes to enable women students to gain experience in such subjects before attempting a full course.

encouraged by employers in employment where women predominate. Furthermore, young women do not always take such opportunities as they arise.

The possibility of educational credits for later use for day release not taken up between the age of 15 and 18 should be investigated, the committee suggested.

Few women applied for craft and technical courses, partly as a result of poor instruction in mathematics, technical drawing and craft subjects at school. Colleges of further education should be encouraged to provide evening classes to enable women students to gain experience in such subjects before attempting a full course.

encouraged by employers in employment where women predominate. Furthermore, young women do not always take such opportunities as they arise.

The possibility of educational credits for later use for day release not taken up between the age of 15 and 18 should be investigated, the committee suggested.

Few women applied for craft and technical courses, partly as a result of poor instruction in mathematics, technical drawing and craft subjects at school. Colleges of further education should be encouraged to provide evening classes to enable women students to gain experience in such subjects before attempting a full course.

Bristol v-c criticizes Lord Crowther-Hunt

by David Walker

Lord Crowther-Hunt, Minister for Higher Education, was "ill informed" in his remarks about the universities, Dr A. W. Morrison, vice-chancellor of Bristol University, told staff recently in his annual address. He asked why officials at the Department of Education had not briefed their minister better.

Dr Morrison took issue with Lord Crowther-Hunt on a number of points. He rejected the simple notion of "relevance" and "usefulness". Listing courses on some scale of "relevance" was a threadbare way of describing what universities did.

You cannot say what a university does in the higher education field by looking at the disciplines it comprises. University teaching is much more than imparting a discipline; it is imparting an attitude in general, an attitude to things in general. It is something which we do better than a good many other countries.

He said that at Bristol five out of seven faculties were broadly vocational and in one of the others, social sciences, there was a range of "relevant courses" such as economics and accountancy. The numbers of students on "irrelevant" courses like history, philo-

sophy and classics were pitifully small, he said.

Nevertheless it was up to the universities to keep the politicians well informed about what they were doing. Parliamentarians were not very well informed about what universities did yet they carried an enormous amount of responsibility.

Dr Morrison said the abuse of the notion of "usefulness" was not confined to politicians. Social scientists came in for some criticism. "It does seem to me that here the economists, or at least some of them, have done us all a very great disservice. By pretending that their subjects had anything 'useful' to say about pain or death or love or hate by means of the total artifacts of 'household economics' or 'education economics' they have misled the public and the universities into an extraordinary and untenable view of even decisions."

Talking about Bristol University affairs, Dr Morrison said the burden of frozen academic posts had been carried by the medical and science faculties, particularly because of their high turnover of staff. In medicine the protection of posts carrying clinical responsibilities had shifted the vacancies to the pre-clinical and the veterinary departments.

Welsh target figure down

The University College of Wales, Aberystwyth, has lowered its student population target for 1981 by 12 per cent to 3,500, Sir Gronwy Dafydd, its principal, said in his annual report for 1974/75.

"But this still implies an increase of 600 students, or over 20 per cent, in five years, and will not be easy to achieve", he said.

Serious thought would have to be given to the best way of providing the necessary student housing and in particular to the provision of a student residential site. Not many more lodgings or flats could be found in the town.

He said that further growth was justified by the continued high demand for places. The application case for Aberystwyth had held up well with an average of about eight applicants for each undergraduate place.

"Not all universities are able to maintain as we do entry requirements well above the minimum required for matriculation. We believe that this policy pays, and that it is not determined by our policy attracts those who are impressed by good academic standards."

Overseas students were forming a higher proportion of the total student population, he noted. In the last financial year, numbers had grown by 281, of which 82 were from Wales, 72 from other parts of Britain and 122 from overseas.

SSRC law fellowships

The Social Science Research Council is to establish three fellowships in socio-legal studies outside its own research unit in Oxford. The fellowships will be funded from next October.

CDP reply to suggested new regional machinery for controlling post-school education

CLEA proposals 'will not reduce inefficiency'

In the judgement of the Committee of Directors of Polytechnics, the way in which the whole system is organized means that it is inherently inefficient. It results in a wasteful duplication of too many courses in too many institutions at the rate of over 100 new courses a year, many of which are of a quality that ought to be better than it is.

Any large enterprise needs clarity about its purpose, and the constituent parts of the enterprise in turn need clarity about their particular purpose in the context of the whole. In higher and further education we are clear about the purpose of the polytechnics, for it was defined in the White Paper of 1966 which initiated their development. We are aware of the purpose of the universities, and of the purpose of any other group of institutions

involved in higher and further education. The large enterprise such as higher and further education, for it is a very large enterprise, needs clarity about how to achieve maximum value for money and needs incentives for good management. There is no management structure, changes with that responsibility; nor is there the local authority sector or an adequate system for the assembly and analysis of information from which decisions can be deduced as to the status quo of inappropriate and inadequate organization.

In consequence, there now exists a provision of higher and further education in which the overall resources are used inefficiently. We often note the priorities of the education system are outlined to meet

the needs of institutions and fulfilling the career aspirations of the education sector rather than to meeting the needs of those being educated. In the context of that assessment, the CDP is disappointed with the proposal by the Council of Local Education Authorities for regional machinery in England. The committee sees it as a proposal which will do nothing to reduce the inefficiency in the present provision. It is actually a perpetuation of the status quo of inappropriate and inadequate organization.

Indeed, if much time and effort are given to the proposal, thought will be diverted from the very pressing and serious need to create a competent management structure for higher and further education, capable of changing its development and ensuring the respect and confidence

of the public who pay the large sum which the provision costs. Putting right the shortcomings of the system is not just a matter of tinkering with the resources provided to institutions at present. It is the absence of a co-ordinated system for planning and implementation, that can do more harm than good. What is needed is the creation of a management structure which has the power, authority and freedom to make decisions in the higher education in terms of a coherent policy, and to get the total resources of the system committed to that policy.

Higher education is provided in the public sector in polytechnics and other colleges, but the major proportion is still provided by the universities. There are differences of

continued on page 27

"Crofter, Lewis" by Gns Wyllie, one of the 150 photographs in the "Hebridean View Finder" exhibition at the Regent Street Gallery, Polytechnic of Central London, from November 21 to December 12. The photographs result from your's truck jointly sponsored by the Highlands and Islands Development Board and the polytechnic.

Student numbers rocketed in decade to 1973, figures show

by Sue Reil

The number of full-time students in higher education in the United Kingdom rose by more than 250,000 between 1963 and 1973, the latest education statistics published this week have revealed. In the same time the number of students in part-time higher education went up by 14,000.

The total number of students in higher education in the academic year 1973-74, both full-time and part-time, was 638,700 compared to 373,000 10 years earlier. Of them, 495,000 were following full-time courses, with more than half that number (251,200) enrolled in universities.

A further 130,000 were studying at colleges of education and another 114,000 were on advanced courses in further education establishments. More than 143,000 students were on part-time higher education courses in 1973-74, about 24,000 at university and the rest following advanced courses in further education colleges.

About 10 per cent of all students

at universities and 8 per cent of students on advanced further education courses were from overseas in 1973-74. Taking into account non-vocational courses nearly 4,000,000 students were enrolled on full-time and part-time courses in further education during that year. Subjects of study at undergraduate level showed variations in the three main geographical areas. In England and Wales the largest proportion of students, about 15 per cent, were on engineering courses in 1973, compared with 11 per cent in Scotland and 9 per cent in Northern Ireland. During the same academic year arts were most popular in Scotland and in Northern Ireland.

Language and literature attracted the second largest proportion of students at undergraduate level in England and Wales during 1973, compared with 8 per cent in Northern Ireland and 7 per cent in Scotland. Education Statistics for the United Kingdom 1973. HMSO; available at Government bookshops, price £3.50.

'Open facilities to public' call

A plea for universities' social and education facilities to be available to as many citizens as possible was made last week by Mr Tony Martin, principal industrial relations officer of Loftham Regional Council, when he was installed as honorary president of Harlow-Wat University Students' Association.

Mr Martin, former Scottish Universities Officer for the National Union of Public Employees, said that each university was a living entity with roots in the community. Whilst like all other sectors of education, they were suffering financial difficulties, they remained among the most privileged sectors of society. Such facilities required them to provide services which were beneficial to the community.

He said a university should be the setting in which students, academics, administrators and other staff shared in the distribution of facilities

which were offered in learning and government.

At the installation ceremony, attended by Dr George M. Bennett, vice-chancellor of the university, Mr Martin pledged himself to the "reconciliation of conflict, the abolition of mistrust and the establishment of mutual respect between students and educators."

He defended the rights of students to be treated as adults. Students were now one sector of adult opinion, voicing criticism of the social, economic and educational organization they were experiencing and making demands in relation to the qualities of education they were receiving. As citizens, said Mr Martin, they wished to exercise their democratic rights. Their students' union was no longer a mere association of student societies but an adult pressure group for the defence and improvement of conditions.

News in brief

Wanted: academic tour guides

Albion Itineraries, the travel firm, is seeking qualified academics to plan and conduct a series of unusual five-day holiday tours in Britain during 1976.

The lecturer will choose the tour's theme and specify its route. The firm will organize a party of between 15 to 20 people and make all the necessary arrangements. Applicants are invited from academics in all disciplines, but historians, archaeologists, architectural and art historians are particularly needed.

The firm says remuneration will be generous and all expenses paid. Albion Itineraries, Westfield House, 1, Belton Villas, Islington, London N1 1PE.

Poly courses guide out

The Handbook of Polytechnic Courses for the academic year 1976-77 is now available. Published by the Committee of Directors of Polytechnics, it gives details of more than 1,000 full-time and evening courses available. It can be obtained from the CDP Secretariat, 309 Regent Street, London, W1. Price £2.95p.

Service for Dr Foster

The memorial service for Dr John Foster, CMG, former secretary general of the Association of Commonwealth Universities, will take place on Friday, December 12, at 2.30 p.m., at the Church of Christ the King, Gordon Square, London, WC1. Dr Foster died in September at the age of 72. He had been secretary of the ACU since 1947.

Aid for women workers

A booklet to help women who want to go back to work later in life or are considering training for a new career has been produced by the National Advisory Centre on Careers for Women. It contains chapters on educational opportunities, the social services, office work, industry, food, commerce, health and hospitals and work with children and young people. Returners, from the National Advisory Centre on Careers for Women, 251, Brompton Road, London SW3 2HB. Price 85 pence.

Like father like son

A father and his 23-year-old son are among new students at Keele University, says Mr Gerald Platt, who is taking three-year BA course in international relations, and his son David say they decided to apply independently of one another.

Bradford booming

Student numbers at Bradford University are booming according to recent estimates of new students admitted this term. The new intake numbers 16 per cent more than in 1974, compared with a national increase of only 7 per cent.

Much of the Bradford increase is due to the popularity of new interdisciplinary courses, particularly in peace and medical studies.

Don's diary

Woman's week

Monday

Problems begin. In first half hour discover that students at two of my courses have time-table clashes. Swear violently and throw papers across desk. Term began two weeks ago and still haven't been able to find time suitable for entire group. Every time all agree someone else changes the schedule.

Rearrange class for third time and consider other problems. Major difficulty of running minute one-woman graduate school is time spent on organization. Lose hours every day writing memos, hunting lost files, chasing up colleagues to persuade them to help supervise student theses.

Difficulties compounded by lack of a common room where could meet colleagues informally and settle questions over coffee or lunch. As things stand, and to privileged position of having office near kitchen, so can at least enjoy people round for cups of tea. Even tea a problem this term, due to kettle having been pinched at the end of summer term. Kitchen now kept locked and kettle chained to sink.



Have no time for lunch because rehearsing scenes from melodrama with colleagues for next senior colleague's inaugural lecture. Am apparently incapable of memorizing the part. Colleagues very patient. Work to meet students with then back to meet students with theses problems.

Colleagues drop round for tea, moscos about UCCA forms. Smug feeling that with running graduate school UCCA problem now solved. Recall first time ever confronted with UCCA forms when still young and innocent and asked group of colleagues. In Senior Common Room how to proceed. Note all advice for use later in self-reliance. Notes as follows:

First colleague (Marxist) said: "eliminated all candidates with father's profession clearly middle-class (e.g. bank manager). Second colleague (Right-wing) said: 'eliminated' all candidates with father's profession clearly manual work or domestic. Third colleague (eccentric) said: 'always rejected anyone without A-level maths (to read English?)'. Fourth colleague (young) said: 'favored mature candidates'. Fifth colleague (older, but for school colleague) said: 'mature candidates'. Involved young ones' student from school who had lost ability to conform.

Sixth colleague (authoritarian) said: 'judged candidates exclusively on headmaster's report. Seventh colleague (anti-authoritarian) said: 'always ignored headmaster's report because most headmasters' reports were anyway and anyway, results because exams, an inadequate mode of assessment. Note own horror at loss of belief in fair, democratic system.

Tuesday

Arrived late, exhausted. Always find morning gear from morning routine of rising, washing, feeding cat, taking time to check to ensure that everything is ready. Moving from life into work. Might be useful point to make at meeting of next colleagues' group.

Experience great difficulty in getting group to discuss abstract concepts. Colleagues suggest that I should try to discuss abstract concepts in terms of concrete examples.

Thursday

Keep trying to find where money is but draw blanks. Also draw blank trying to coax students to discuss realism and anti-realism. Seminar group more concerned with finding out whether course to be assessed or not. Examined like the principal of a school, but not the principal of a school. Examined like the principal of a school, but not the principal of a school. Examined like the principal of a school, but not the principal of a school.

Spent afternoon sorting out timetable clashes again, phoning round re money, dictating memos. Began work on article (deadline in two weeks) which colleague comes by in confidence. Discusses my standards. Claims to have solution to problem. Would eliminate democracy altogether, abolish grants, reduce size of universities, interview every candidate personally.

Let's throw out this democracy myth and have a good healthy democracy instead. Asks what will then solve problem of elitism. Am totally puzzled, then realize colleague has understood reverse of whatever said. Begin again to explain that am opposed to present structure of universities because is a half way house between two poles—still elitist but with pretensions of being liberal. Colleague says cannot understand what am saying, starts again about decent standards. Lose temper and throw colleague out. Too late to continue article, rush out in rain to car parked half mile away. Am half way home before realize have forgotten child.

Spent morning shopping for outfit for wear for melodramatic scenes, then back to campus with child and friend for visit to university theatre. After theatre take child to office to collect papers for weekend work. Child's friend unimpressed: "My Dad's got a forklift truck in his office."

Sign heap of letters, ask if my news on missing money. Am told by secretary that all still a mystery and an one in five Fridays anyway. Postpone worrying till Monday. Secretary says look tired. Say am exhausted, feel middle-aged and only weekend with Burr Reynolds could revive me.

Child lugs about large piece of monstrous meal, upside down. Explains it is piece of sculpture. Child's friend says looks like secret weapon. Agree, use reference that rumored cost of £10,000 might have saved performance cancelled by library due to lack of funds.

Maybe kettle thief will try to saw way through it one Saturday night later in term. Or maybe could be used to shut children in if cracked by university and enough money saved to cut out slurs and windows.

Child still puzzled, wants to touch it. Stop. Child feels that I have said it's real, bloody. Don't we all?

Susan Bassnett-McGuire

The author lectures in the Graduate School of Comparative Literature, University of Warwick.

Friday

Tenish all morning. Comparative literature methodology. Reflect have read eight books for one seminar, resolve to ease off in future. No lunch because class runs on until time in collect child from crèche. Afternoon taken up with meeting. Discover to horror that finances for year have gone wrong. Comparative literature apparently not listed on estimates.

Sturt ringing up all around university, discover nothing. Bureaucracy very helpful but can't explain where money is if at all. Point at meeting to pay colleagues' money. Invited to give guest lectures. Friend suggests alternative form of payment if visiting colleagues make. Not in mood for social jokes, particularly because excited was chased round after by enemy drunk colleague to welcoming me back to new term.

Protest at meeting reveals second problem. University, run on basis of faculty and sub-faculty meetings.

Portrait of the author as young man with sociology



DAVID MARTIN

The only form of fiction I really enjoy is autobiography. It's the only form of fiction I ever want to write. For that matter the only thing I ever write is autobiography. I don't need a plausible excuse for doing it openly and explicitly. Here it is. The animal I once was is now extinct. After me the Open University.

Twenty years ago in this Remembrance Day the children filed out of my classroom, and disappeared down the streets of a sleepy Somerset town. The Welsh teacher on the other side of the partition wandered in. "Ever thought of taking a degree in sociology, mum?" I'd thought of taking a degree but definitely not in sociology.

All the same I was interested enough to run my eye along the sociology shelf in the library. I took out a book on capital punishment. I soon realized that I had stumbled on a science designed to document my prejudices. The lure of combining truth with righteousness had blinded me. I decided to give up three years or so of my spare time to do, not know.

Anytel took me to the Chelsea examination halls, but after the first paper I became so absorbed I forgot to take the book. The fellow examinee had me with his glittering eye and said: "How many times have you been? This is my seventh." At the end of thirty hours I decided there never, never would be a sociology time.

I walked out and on not knowing whether I went into I found myself St. James, Piccadilly. G. F. Handel, Jules Maccabius it was. I staggered in and realized I could listen to music at last.

Three months later the doors of the LSE opened and I met real academics. O. R. MacGregor put it in me that I should either study decent work or decent sex. I chose the latter. I read a chapter in the green lesson and then I wrote my essay. The first essay was marked 4 out of 10 and I felt unappreciated. Perhaps this was for me.

I tried again. 5 out of 10. Perhaps I would keep going just for a bit. One tutor mystified me by always awarding 4 out of 10. No matter how I tried he barely altered his considered mark. No matter whether it were the Scottish marshall, or Kume, or T. H. Green.

Some of the questions in scientific theory were rather bizarre: "Discuss the view that civilisation moves steadily northward."

In some areas the process was like a child's bricks from several different boxes. It was difficult to believe the statistics had been prepared with only thought for the sociology syllabus. The bank was 500 pages long and the proof of the hypothesis equated to two Greek pages. I almost gave up on the subject, but a degree was not for the intellectual likes of me.

Criminology had me puzzled for another reason and I wrote to my mother saying the boundaries of the subject were hard to define. He replied and I replied. I kept homing in on and eventually received another tutor.

The green lessons in "social psychology" arrived with a personal note: "Your tutor is a retired practitioner of economics. Overwhelmed

at the weight of academic outlocky at the other end of the line, I decided to ask questions. He wrote back with a magisterial confidence. "You should know that the mind has 14 basic faculties, as follows." My confidence recoiled. I could at least read and the hawk said faculty psychology had pushed away decades ago.

After a year I moved to teach in London and was able to use the university library. I guessed which books were in use by the fact they were hardly ever available. Then one day my eye was struck by an odd title, *The Elementary Forms of the Religious Life*, by E. Durkheim.

Heaven below, a work on conventions, I thought. I read on and on but never a convent. The writhing animal, turned like the animal, and slowly crawled into a new shape. *Las Formas Elementares* left me a changed man.

A year before finals I thought it would be sensible to buy some past papers and when I did so I had quite a shock. In summa across the overlap with the green lessons was pretty tenuous. I decided to devise my own course from the papers and keep up with the green lessons at the same time.

Clearly my gentle unthing piece would be sensible to buy some past papers and when I did so I had quite a shock. In summa across the overlap with the green lessons was pretty tenuous. I decided to devise my own course from the papers and keep up with the green lessons at the same time.

By Christmas my mind began to behave rather oddly, with effects which were in just eight years. I walked out of cinema and there 15 minutes after entering, I felt as if I was exploding and imagined a hundred diseases in an accelerating spiral of fear. I was a kind of robot equipped with rapid angry reflexes. I made the deterministic assumptions of sociology into an existentialist premise and the whirling nebulae became a dead universe, meaningless and godless.

Six weeks later the examination my mind jammed. I could not write and walked up and down staring into space. I remember the words were I stopped. Mortality. With Grotius the tradition of natural law already in decline. I never found out why and I still do not know.

Anytel took me to the Chelsea examination halls, but after the first paper I became so absorbed I forgot to take the book. The fellow examinee had me with his glittering eye and said: "How many times have you been? This is my seventh." At the end of thirty hours I decided there never, never would be a sociology time.

I walked out and on not knowing whether I went into I found myself St. James, Piccadilly. G. F. Handel, Jules Maccabius it was. I staggered in and realized I could listen to music at last.

Three months later the doors of the LSE opened and I met real academics. O. R. MacGregor put it in me that I should either study decent work or decent sex. I chose the latter. I read a chapter in the green lesson and then I wrote my essay. The first essay was marked 4 out of 10 and I felt unappreciated. Perhaps this was for me.

I tried again. 5 out of 10. Perhaps I would keep going just for a bit. One tutor mystified me by always awarding 4 out of 10. No matter how I tried he barely altered his considered mark. No matter whether it were the Scottish marshall, or Kume, or T. H. Green.

Some of the questions in scientific theory were rather bizarre: "Discuss the view that civilisation moves steadily northward."

In some areas the process was like a child's bricks from several different boxes. It was difficult to believe the statistics had been prepared with only thought for the sociology syllabus. The bank was 500 pages long and the proof of the hypothesis equated to two Greek pages. I almost gave up on the subject, but a degree was not for the intellectual likes of me.

Criminology had me puzzled for another reason and I wrote to my mother saying the boundaries of the subject were hard to define. He replied and I replied. I kept homing in on and eventually received another tutor.

The green lessons in "social psychology" arrived with a personal note: "Your tutor is a retired practitioner of economics. Overwhelmed

Alan Cane reports on Royal Holloway College, London

College life in an ornate liability

The magnificent ornate main building of Royal Holloway College, London, is one of its chief assets and a major liability. Now used chiefly as student residences, it has been listed as of special architectural and historical interest—and costs a small fortune in upkeep and maintenance.

Ironically, the college possesses a fine collection of nineteenth-century British paintings including famous works by Constable, Gainsborough, Turner, Friih, Landseer and Millais which, held in trust, it could not sell even if it were desperate for funds. Even if it could the money raised, while substantial by any standards, would hardly pay maintenance of premises costs for a single year. (In 1973-74, maintenance and energy bills came to £267,090.)

The main building was built in French renaissance style using red brick and white Portland stone by the architect W. H. Crossland. It was a free adaptation of the chateau of Chombray in the Loire valley and now dominates Egham Hill, Surrey.

Professor J. B. Pridham, biochemist and deputy principal, emphasizes the problems in maintaining such an idiosyncratic structure: "It is built of a special kind of brick which is soft and needs continual maintenance and replacement. There are expensive curved glass windows and the druggists on the floor are fraying badly and must be replaced. Something will have to be done before very long."

Professor Pridham went on to point out that the college has opened new buildings but has only the same amount of money for cleaning. He is concerned about Royal Holloway College

the cost of implementing new regulations on health and safety in laboratories, pointing out that the floors in the chemistry department have shrank leaving gaps which cannot be mended—the cost of replacing them will be £6,000 at today's prices. Few of the college buildings have a janitor or caretaker.

Royal Holloway College, founded in the nineteenth century by a benevolent millionaire pharmacist, Thomas Holloway, has been a constituent college of London University since 1900. Originally a women's college it began to admit male undergraduates in 1965. The first men to enter the college were, by all accounts, a mixed lot. Professor Pridham describes them as a little mysteriously as "a bunch of ruckers."

Now there are 682 men and 773 women undergraduates and 125 men and 65 women postgraduates. The college maintains a number of old traditions much, it seems, to the liking of the staff and students. "We have a real college life here," Professor G. N. Sandercock, a modern historian, emphasizes.

Financially, the college is in the same desperate straits as other universities. It seems satisfied with its share of the London University Grants Committee, yet it is not enough.

Professor Sandercock emphasizes that the real problem will be ending the quinquennial in credit and Professor Pridham agrees, pointing out: "It is highly unlikely that we can survive financially until the end of the present quinquennial if the grant for 1976-77 is no better in real terms than that for 1975-76."

He went on: "We have cut all we can cut; now all we have left to cut is staff. Redundancy is not a word we would have commenced 18 months ago. Now we are talking about it."

Among other economy measures, the college has set up a research advisory committee to look at all new grant proposals. Professor Pridham says regretfully: "A few years ago we were in luxury on the science side—now we have to set up committees to fight for the money." All the science departments have had their running costs pared this year to help support the library.

On the arts side Professor Sandercock says that departments growing explosively have been hit worst by the economies.

While arts departments did not have to buy expensive equipment they had problems finding support staff such as secretaries and research assistants.

Nevertheless, academics from all departments talk of a marked improvement in the quality of student they are getting, which they attribute partly to an aggressive campaigning policy in the sixth terms.

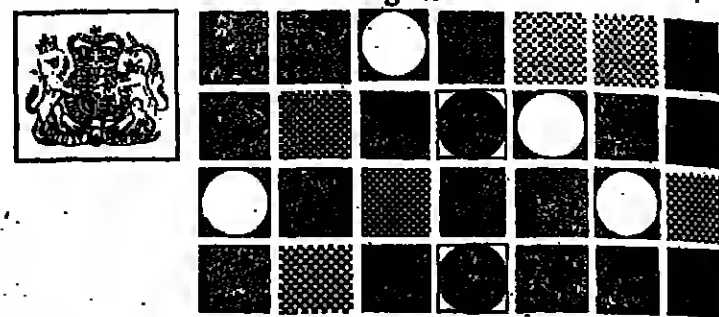
Research languishes under a cloud as teaching duties become more onerous. Professor Pridham says: "Prospects for promotion have gone tight down the drain. My staff are not able to give adequate time to the only thing in this life—research—that enables them to progress." Professor Sandercock agrees: "Academics on the arts side cannot even think of undertaking research except in vacations."

Department of Education and Science

BASIC UNIVERSITIES STATISTICS

APRIL 1976

United Kingdom



NUMBER OF UNIVERSITIES	1965-66	1971-72	1972-73
Great Britain	44	43	43
United Kingdom	45	45	45
FULL-TIME STUDENT ENROLMENTS (1)			
undergraduate level—men	101,519	130,922	130,530
—women	38,660	59,571	62,716
of which			
from overseas	7,479	7,817	8,706
qualification elm	135,429	187,036	189,938
first degree	4,750	3,457	3,311
other	22,568	34,356	35,193
postgraduate level—men	5,860	10,136	10,571
—women			
of which			
from overseas	8,220	11,839	13,103
nature of study			
taught courses	n.a.	21,116	22,440
research	n.a.	23,676	23,676
total GB students (2)	169,486	234,985	236,764
total UK students (3)	174,215	242,563	246,813
NEW ENTRANTS—FULL-TIME (1)			
undergraduate—first degree	49,779	62,752	63,712
—others	2,446	2,211	2,398
postgraduate	n.a.	28,036	28,036
total GB students (2)	51,168	64,994	65,519
—others	2,467	2,447	2,538
postgraduate—UK	n.a.	28,036	28,036
total UK new entrants	53,635	67,441	68,057
PART-TIME ENROLMENTS			
undergraduate	4,506	3,329	3,091
postgraduate	7,939	12,256	12,534
total GB part-time (3)	12,445	15,585	15,625
total UK part-time (3)	17,636	23,547	23,556
UNIVERSITY RESIDENCE (4)			
of full-time students			
college/hall of residence	55,658	91,563	96,613
lodgings/flats	80,684	95,203	96,187
home	30,286	38,672	38,827
other	n.a.	5,547	6,322
DEGREES AND DIPLOMAS AWARDED			
first degrees—GB	31,887	50,954	n.a.
—UK	32,689	51,782	n.a.
first diplomas—GB	3,303	701	n.a.
—UK	3,547	763	n.a.
ACADEMIC STAFF —			
all full-time teaching and research			
professors	2,491	3,575	3,737
—UK	2,555	3,676	3,851
readers	4,404	6,395	6,737
—UK	4,492	6,448	6,799
lecturers/assistant lecturers	16,997	22,576	23,150
—GB	17,272	23,134	23,788
—UK	1,402	1,782	1,963
others	1,460	1,801	1,963
—GB	25,894	34,278	35,395
—UK	25,779	35,059	36,522

(1) Including sandwich. (2) Figures refer to GB unless otherwise stated. (3) Excludes students taking courses not of a university standard. (4) Estimated.

INCOME AND EXPENDITURE	1965-66	1970-71	1971-72
INCOME (£ million)			
scholarships	124,208	230,112	267,631
grants from local authorities	1,899	1,695	1,686
employment and donations	3,330	4,635	4,635
fees	12,498	21,457	21,951
research grants	18,027	40,749	44,458
for other specific purposes	4,460	9,286	10,550
miscellaneous	2,981	5,062	5,550
total	167,403	312,046	355,215
of which			
England	133,629	245,524	280,143
Wales	8,937	15,137	18,482
Scotland	22,168	43,611	49,853
Northern Ireland	2,669	6,774	7,993
EXPENDITURE (£ million)			
teaching and research	110,351	203,031	220,980
academic services	8,186	17,090	18,131
general educational administration	4,349	7,753	8,285
maintenance of premises	11,207	21,958	23,771
student emolument	22,728	44,267	47,571
miscellaneous	2,477	5,235	5,398
capital met from income	2,442	9,090	9,216
total	163,617	310,290	335,353
of which			
England	130,505	243,480	275,046
Wales	8,771	16,333	18,333
Scotland	21,730	43,991	50,289
Northern Ireland	2,611	6,786	7,993
NON-RECURRENT GRANTS (£ million)			
Great Britain only			
employment and furniture	20,852	29,355	29,727
other (including building)	59,023	39,108	41,717
total	79,875	68,463	71,444

CONSTANT PRICES*
 Boiler comparison of the figures given for earlier years with those for 1971-72 can be obtained by updating for cost increases.
 For example:
 total expenditure (£ million) 233,972 350,131 355,392

The Department of Education and Science publishes some of the best statistics in Whitehall. Its service now includes a series of pocket-sized cards summarizing statistics of schools, school-leavers, CSE and GCSE further education, teachers, finance and awards, and universities which can be obtained from the Statistics Branch, DES, Elizabeth House, York Road, London, SE1.

As a new service to readers, THE TIMES will be publishing in full the results of universities, further education and education which they agree



The old and new faces of Queen's University, Belfast

Sir Arthur's civilized oasis in a land of terror

David Walker interviews
 Sir Arthur Vick who is
 retiring as vice-chancellor
 of Queen's University
 Belfast

The university in Belfast is a redoubt of civic pride. Its vaulted stone vestibule and students' refectory hang with portraits of benefactors and civic dignitaries attest warm and clear relations with the commercial city around it. But there normally ensues

see the violence as incipient in the 1960s, for Sir Arthur came to a blossoming university nurtured under the hand of Sir Eric Ashby in a quiet province.

He came in Queen's well qualified to occupy the vice-chancellor's lodge, experienced in top-level physics research, university administration in the early years of Koele University and latterly head of the research team at the United Kingdom Atomic Energy Research Establishment at Harwell.

Sir Arthur very nearly took the vice-chancellor's role much earlier, when he was at Keele in the 1950s. Keen on the teaching of science to a broad humanistic way, he had been attracted by the opportunities the new and rather remote University College of North Staffs offered. A close friend of Lord Lindsay, Keele's first principal, he took over briefly an Lindsay's death.

But although it did not lead to a



Sir Arthur Vick

As a senior academic with long experience of the university, Sir Arthur has made a masterly job of this balancing act between the various sides. Though he looks serene and witty, he is a very tenacious character. He made up his mind at the beginning of the troubles to assume nothing was wrong and all else was admitted. His refusal to admit there is a problem for the university.

Sir Arthur will be missed, and not least by the university's non-academic staff. Queen's, like the Scottish universities, records its principals and vice-chancellors in a distance that would embarrass in England. But the warmth of the staff regard for Sir Arthur's efforts to keep the university afloat is not a far cry from the respect for domestic staff and porters. Last year, during the Protestant strike that paralysed the city, Sir Arthur walked to the university gates and did not run to keep the buses from running.

Yet for all his fitness to weather the turbulence of Ulster, Sir Arthur came to a peaceful and expending university in 1966. It is wrong to

the metropolis—he spent three years at University College London before passing the war in the Civil Service at the side of men like Sir John Cockerill—Sir Arthur stands out as a man who epitomizes much of the best of the British provincial tradition. Educated at Birmingham University to his PhD in the early 1930s and after the war joined Manchester University physics department.

Manchester science just after the war seemed in experience such a burst of talent with men like Lord Blackett, Willis Jackson, a string of Nobel laureates, and a vice-chancellor sympathetic to Grand Departmental Designs. They were stimulating years, although during them Sir Arthur probably decided that he would make an administrative career for himself.

At Queen's from 1966, Sir Arthur inherited and embellished the plans laid by Eric Ashby and his immediate predecessor Michael Grant. He was a man who got to grips with the reality of an expanding university, widely acknowledged master of budgeting and financial work that holds institutions together.

A senior colleague of Sir Arthur's emphasized his strong and technical ability, suggesting they were rooted in his scientific training. But it would be wrong to underestimate the power of his imagination, or the warmth of his feelings for Queen's. Beneath the imposing front, he is a warm man; this is displayed in the way he recounts how in passing through Singapore he was entertained by the flourishing club of ex-Queen's graduates there, who hoped that their children would be good enough to be admitted to Queen's.

Sir Arthur sees the merits of Queen's in its range of facilities and its balance between scholarship and the university virtues and the needs of the province. He focuses particularly on the highly regarded medical school.

His policy has been to recruit the very best staff possible with a premium on experience in universities outside Ulster. The same applies to students. Plans in the 1960s were for 70 per cent local intake, then came the troubles and a rise in the proportion of local students to about 95 per cent.

In the wider university world, Sir Arthur has been associated with a score of committees within the Committee of Vice-Chancellors since he was at Keele 22 years ago. To that must be added his work on the University Grants Committee in the formative years of the late 1950s.

With all the councils of the CVCP, Sir Arthur has been listened to. His knowledge of Queen's is unrivalled and he virtues those of clarity, firmness and very hard work. No man who embodies an almost feudal authority in the way Sir Arthur does could escape criticism. Some of the staff found his unflappable become passivity; the students have resented his paternalism and his impartiality. But on the testimony of the present set of Queen's student politicians he is unfailingly available and the univer-

sity is quite up in date in its machinery of participation for both staff and students.

But even this catalogue of Sir Arthur's vice-chancellorial style might not have been enough to keep the university together after 1969. A senior colleague described the rancour of student protests during the days of the first Bayside and People's Democracy. There was a model of moderation through the troubles and taught me what turning the other cheek really means, when he took some of the students' comments in their newspapers, and elsewhere with equanimity.

Sir Arthur has been his successor a university well equipped with

a smooth-running administrative machine, efficient like all universities with money worries and with its major growth now behind it. Most important, it is a functioning academic community and one of Belfast's proud monuments in the maintenance of civil society in the face of terrorism.

Sir Arthur Vick will leave Belfast for retirement in the peaceful Forest of Arden with his agricultural integrity unscratched by bullet, bomb or major upset in the university's academic life. He will leave Belfast, too, with something of the city's sense of humour. As he says: "If I put a foot wrong the whole thing could blow up in more than one sense of the word."



Thomson give you a run for your money in Austria.

7 nights from £47 (bed and breakfast).

And there are 10 resorts to choose from, including 4 that are new this year: Alpbach, Nauders, Saalbach and Hinterglemm.

We're also going to Switzerland, Spain, Italy and Les Arcs in France.

We offer you the widest range of ski packs, more options for bed and breakfast or half board, and both airport taxes and comprehensive insurance included in all prices.

We fly you from 4 airports: Luton, Gatwick, Heathrow and Manchester.

You'll find our brochure has detailed resort and hotel information and every holiday is sealed with the total reassurance of the Thomson Fair Trading Charter.

Get your copy from your travel agent quickly, or ring us direct on 01-388 2001 (London departures) and 061-833 0911 (Manchester departures).

All prices subject to adjustment.

Thomson Wintersports Holidays
 We take the care. You're free to enjoy yourself.

David Hencke examines a new teacher training course at Goldsmiths College

Practice makes perfect teachers?

Two one-year postgraduate certificates of education is widely considered the most unsatisfactory of all teacher training courses because it aims to compress three years' work into one.

Many of its exclusive graduates in the past have become frustrated with the superficial level of study given to a whole range of subjects, from psychology to sociology, combined with an often incoherent mismatch of theory and practice.

The publication of a report, *The Making of a Teacher*, last month describes a refreshing attempt to develop a new one-year course for primary teachers at Goldsmiths College, University of London, which took a completely new approach to the problem.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

The course was developed by Mr Leonard Marsh, now principal of Bishop Grosseteste College, Lincoln and has been monitored by a freelance journalist, Mr Christopher Griffin Baile, who compiled the report.

American news

Government rule leading to 'new purgatory'

from Michael Rinyon

WASHINGTON

Government interference is now as destructive and far-reaching as State bureaucracy to mindless that American colleges and universities have become "a new purgatory, right here on earth," according to a leading education journal.

Universities are now expected to operate like State highway departments and civil rights enforcement agencies. The consequences will be bitter disappointment and institutional heart failure, says an editorial in *Change* magazine.

"As Government generally has become less efficient and more inhibited even the most liberalizing legislation has been metastasized into a series of mindless enforcement and regulatory proceedings that could have come out of *Alfred Hitchcock*," *Change* says.

It illustrates the "dimensions of the calamity." This year's cuts in higher education institutions is estimated at \$2,000 million—equal to the total of all voluntary giving; some Government agencies, playing cat and mouse with colleges, give them as little as a week to comply with regulations; the State pay-out voucher system, which was supposed to be a college-funding device, has been so badly bungled that it is unlikely to be used; and one State university had in spend \$80,000 for each new university graduate.

Change says a growing number of Federal guidelines are impossible to comprehend. Even a \$50,000 grant can have attached to it 100 pages of applicable regulations.

which change from year to year.

Recently the Health, Education and Welfare Office (HEW) has issued a section of a Public Works Act, but hardly any college board of trustees has passed it.

Some independent colleges have refused Federal funds for fear of Government interference, but since October even independent colleges are defined as Federal recipients if any student gets a Government grant.

Brigham Young, the Mormon University in Utah, has challenged Federal guidelines on sex discrimination, and publicly said last month it would not follow those that interfere with the teaching of religious principles. The trustees said HEW had no right to judge the sincerity of the university's religious tenets.

Some bureaucracy *Change* calls ludicrous. Guidelines for helping the handicapped require colleges to arrange "consulting sessions" for all employees. The University of Illinois built a new walkway with a railing required by a new safety regulation, but the railing was 37 inches high instead of the prescribed 42 inches. The university says it would cost \$24m to replace this and other details such as toilet seats to meet the regulations.

The cost of bureaucracy has embittered colleges. At a Federal level more than 100,000 people are employed writing and enforcing the regulations, and the number of Government forms, according to one estimate, has risen to 5,146. The total cost of Federal programmes is \$130,000m a year—over three times that spent on all post-high-school education combined.

Alaska tops funds league

from our main correspondent

WASHINGTON

Alaska spent more than six times as much on higher education as New Hampshire this year, and in the past two years has increased its spending by 126 per cent, according to a survey of all 50 American states.

Altogether State legislatures in the United States have appropriated more than \$12,500m for higher education's operating expenses this year, 28 per cent more than two years ago.

The two States that top the table are Alaska and Hawaii, with Alaska spending \$170 a person, a figure partly explained by the substantial funds invested in courses related to energy and oil exploration.

On average, States are to spend \$60 a person this academic year. Those States spending more tend to have more students—Alaska, Hawaii, Wyoming, Washington, South Carolina, North Dakota, Idaho, Arizona, Colorado and Utah were the top 10.

At the bottom are New Hampshire, Massachusetts, New Jersey, Tennessee, Ohio, Maine, Vermont, Connecticut, Missouri and Oklahoma.

During 1974-75, 1975-76, several States will spend considerably less in real terms than they did in 1973. New Hampshire is a poor State, but both New Jersey and Massachusetts have fairly substantial personal incomes, and some of America's most prestigious universities are in States at the bottom of the table.

The figures, prepared annually by Professor M. M. Chambers of Illinois and published in the *Chronicle of Higher Education*, show that over the past 10 years the name not made by States for higher education have gone up 312 per cent.

However, in the past two years, State tuition has gone up 21 per cent, and State grants have risen 12 per cent.

The distribution of funds shows that generally two-year community colleges were getting bigger increases than the four-year State colleges and the larger State universities.

Controversy as Angela Davis gets job

from Ian Anderson

STANFORD

Black activist Angela Davis has been named to a position of academic career in California after an enforced break of six years. However, sections of her new college are unhappy with her appointment.

Miss Davis, 32, lost her position as assistant professor of philosophy at the University of California-Los Angeles in 1969 because of her communist affiliations. After lengthy court battles she failed to regain her position.

She has been appointed to teach a series of weekend classes on Black women and the development of the Black community at Claremont College in southern California, a system of colleges with a conservative reputation.



Angela Davis.

Miss Davis was appointed to the position by the man who was later dismissed as director of the Black Studies Centre of the colleges. Claremont officials have claimed that they were not informed of the director's decision to appoint Miss Davis. They also say that the appointment was made to embarrass them. Claremont's governing body voted to withdraw the offer, but the contract had already been signed.

It has been reported that almost 100 donors threatened to cancel endowments to Claremont following announcement of the appointment.

Language learning drops sharply

Fewer American undergraduates were enrolled in foreign-language courses last year than in 1972. According to a survey by the Modern Language Association covering practically every college and university in the country, foreign language enrolments dropped by 6.2 per cent between 1972 and 1974. Enrolments fell most sharply in German (by 14 per cent), French (by 13.4 per cent) and Russian (by 11.6 per cent). There was only a slight drop in enrolments in Spanish and Italian courses, while enrolments increased in Latin and Greek courses, for example, it was up by 5.8 per cent. In Latin by 3.3 per cent and in Japanese and Arabic by 7.7 per cent.

The MLA attributes the overall enrolment decline to the growing proportion of institutions that have dropped foreign-language requirements. This proportion has increased from 18.3 per cent in 1970-71 to 38.8 per cent in 1974-75.

Somo awards will make it possible for research in continue that was begun before the scholars fled their countries. Others will support studies on the progress of the Vietnamese and Cambodian refugees since their arrival in America.

Union sets out dismissal code

The cutbacks in university budgets throughout the United States and the scrapping of courses by colleges in economic difficulty are threatening the jobs of so many teachers that the American Association of University Professors has drawn up a code of conditions for dismissal.

The new AAUP code argues that dismissal contracts can be ended under extraordinary circumstances only if all alternatives have been exhausted. Responsibility for identifying those who are to lose their jobs should be given to a committee designated by faculty leaders. Proper notice should be given and a threatened lecturer should have the chance of a full hearing.

The lecturer may insist that the administration prove the existence and extent of the financial difficulty; that if he is dismissed, his position will not be filled; and that his place will not be filled for three years unless he has been offered the chance to go back.

Courses may be scrapped essentially only on educational considerations. These do not include salary variations in enrolment. Lecturers should be offered alternative jobs if the institution should be ready to pay for their retention.

Record enrolments confound doom and gloom forecasts

from Angela Stent

CAMBRIDGE, MASS.

A record number of students have enrolled in colleges this year, despite the rising costs of higher education and the growing questioning of the value of college degrees.

The National Center for Education Statistics reports that more than 10m freshmen enrolled this autumn, an increase of 3 per cent over last year.

The increase is not confined to any particular group of colleges—private, public, two-year, four-year, women's and black colleges all report increases in registration figures.

This is the second year in a row that enrolment figures have confounded pessimistic forecasts of declines that threatened to exacerbate the financial problems of higher education. The gloomy forecasts were based on the premise that the widespread publicity given to unemployment among BA holders and the declining birth rate would lessen the number of college students.

The National Council of Independent Colleges and Universities reports that, of 800 private institutions surveyed, 58 per cent have a higher enrolment than last year and 62 per cent have a higher enrolment than the year before.

For instance, Harvard enrolled 1,600 freshmen out of 11,000 applicants; Yale 1,346 out of 9,331; and Princeton 1,137 out of 9,362. In many cases, the number of private college applications far exceeded the number of places available, despite the \$6,000 a year tuition fees and room and board costs.

Axe poised over faculty jobs in New York

from Thomas Cahill

NEW YORK

The City University of New York, clutching a purse at least \$60m poorer for the spring semester, is faced with the necessity of doing radical surgery on itself by the first of January. The need to decide what to cut is now producing intra-mural conflict on a monumental scale.

The Board of Higher Education, which must ultimately make the decisions, is doing nothing. Members of the board, representing various pressure groups and special interests within the city, are paralyzed by their political debts and unable to reach a consensus on any proposal. "They are coming apart at the seams," said one highly placed administrator.

Faculty paralyzes does not, however, prevent them from accusing one another of irresponsibility—even at open meetings with thousands of protesting students present. Nor does it prevent their chairman, Mr Alfred Grassano, from continuing to blather and often that the lack of any plan is the cause of university chaos.

But Dr Kibbee has produced a plan, calling for a 20 per cent reduction in the university's scope (THE TIMES, October 31). This plan, however, does not confront squarely the obvious necessity of naming the colleges to be closed.

Dr Kibbee's relationship to the presidents of CUNY's 20 colleges is not the least of his problems. The Board of Higher Education, on the other hand, could not even agree at its last meeting to undertake a study of a possible programme of "consolidation and elimination".

Into this vacuum Dr Robert M. Shank, president of CUNY, has stepped. He has attempted to make a list of colleges ripe for the axe—and of those to be kept. This "grand plan" is, as it has been called to one of the few printable descriptions of Dr Shank's action, "a masterpiece of generalization and vagueness".

It seems inevitable now, whatever happens, that more faculty will be dismissed than at least three of the colleges will be closed and that CUNY's celebrated policy of "open admissions" to all New York city high school leavers will be significantly curtailed. The only question is who will take responsibility for what.

Consider the separate short-term of suitable student accommodation in the Federal Republic, which is even greater than that in urban centres in Britain. It may seem surprising that it should have been allocated such low priority.

The reason lies in the universal preoccupation with the academic aspect of student life and the complete neglect of social welfare. This attitude has changed somewhat in recent years, but the extension of the student grant scheme illustrates, and now, at a time of financial stringency, the extent of the neglect.

Though blacks make up about 11 per cent of the population, they account for little more than 2 per cent of the country's doctors and about 2 per cent of its lawyers.

Israel

New deal for nursing and teaching

from our correspondent

JERUSALEM

Two of the Cinderellas of tertiary education—nursing and teaching—have received a boost as a result of decisions taken by the Council for Higher Education.

Hitherto, certified or registered nurses have been trained in post-secondary three-year schools for nurses, and the output has never matched the demand.

Answering a two-fold plea that modern sophisticated medicine requires sophisticated nurses and that more and better candidates will be attracted to the profession if it opens the gates of the university to them, the council has authorized the School of Medicine of the Hebrew University in Jerusalem to open a four-year BSc degree course in nursing.

The fact that the new course is in the hands of a veteran recognized university and that it will require an extra year, will, it is argued, guarantee that it will produce better qualified nurses. It is not clear, however, whether it will produce more nurses.

As the lack of the minds of the promoters of the new course is the gradual phasing out of the three-year post-secondary non-university course in favour of the four-year academic course. The directors of the new course insist that it will include all the courses that are the lot of the three-year students. Initially, there will be between 24 and 30 students.

The council, with typical caution, has decided that the new academic course will be limited to the Hebrew University Medical School and will not be taken up by the medical schools in other universities.

The Tel-Aviv University Medical School has three-year BA courses in which one of the major subjects



Nurses will be better qualified, but will there be more of them?

is nursing. Candidates have to be registered nurses. The aim of the studies is to prepare the registered nurses for leading positions in nursing practice, service and education.

Teacher training is more complicated. Secondary school teachers are required to have a university degree and a diploma in education. In theory these require three plus two years, in practice the first diploma year and the third year of the degree course can be taken simultaneously.

Teacher training colleges are post-secondary non-degree-awarding institutions. They provide a variety of courses, ranging from two to three and a half years according to the levels catered for.

The Council for Higher Education has decided that training colleges that can make the grade can be recognized as accredited colleges and be entitled to award to students taking a four-year course the degree of "Graduate of Accredited College in Teaching".

This phrase is the literal translation of the Hebrew original of the name of the degree, though the council will not translate it as "Bachelor of Education". It will not be the equivalent of the univer-

France

Medical students strike over 'pay'

from George Morgan

NICE

Demonstrations, strikes and riots have marked the beginning of the academic year in many of France's 40 medical schools and university hospital centres. Since early October medical students have been protesting about poor pay conditions for externs, medical students employed in university hospitals on a non-residential basis. The externs have also been pressing for a national agreement regulating their conditions of work.

Since 1970 all medical students teaching their fourth year have been obliged to complete six semesters of practical hospital training. Duties range from admission desk reception to assistance in the operating theatre. At least eight and six months are paid an average 530 francs (£36) a month. Fourth year externs receive no remuneration.

The position of the hospital authorities is that externs are trainees and do not perform a full job of work. In reply the medical students have claimed that they enable the hospitals to make considerable savings by performing tasks normally done by full-time staff. They are now calling for a "students salary" of 1,200 francs a month in line with the national minimum industrial wage.

All public assistance is given as "grants, in aid" and no loan finance accommodation is being planned or built. Within the overall limits of "aid" and "grants" the State is to plan all aspects of their student accommodation to their own choice.

In addition, the regulations provide special financial incentives for the "Lander" to reduce costs. These are based on the outcome of an international architectural competition and the use of prefabricated and standardized building elements, have reduced the average total cost of a residential place from DM22,900 in 1972 to DM26,100 in 1975—despite an 18 per cent increase in building costs.

Special "demonstration projects" are now under construction at Krefeld, Oldenburg and Nuremberg. They will be completed and handed over after only 10 months building time from start to finish.

Sri Lanka

from D. B. Uthlagama

COLOMBO

Plans have been drawn up to award a degree-level Higher National Diploma in Management Studies, according to Mr. Baduddu Mahipala, Education Minister. The course will start in May with an initial enrolment of 1,000 students. Plans were also being made for a diploma course in science, applied science and mathematics, he said.

Mr Mahipala said that the British

Sweden

Annual assessment of U68 progress proposed

from Mike Duckenfield

STOCKHOLM

Annual reports by university departments assessing how well they are meeting the new goals of post-secondary education is one of several planning innovations recommended in a report by the Office of the Chancellor of the Universities.

The assessments would be used initially for discussion between teachers, students and administrators within the departments. Later, however, they could become the basis for introducing incentives and sanctions designed to improve efficiency. Such sanctions could include financial rewards for "efficient" teachers.

In addition, the reports, which should also be prepared at all other administrative levels in the new system, would be aggregated for further evaluation at university, regional and central levels. Other recommendations include rewards to universities and colleges which succeed in cutting their costs and changes in tuition methods.

Written by Mr Bertil Osterman, one of the top advisers at the Chancellor's Office, the report is the second of three to be published between last spring and next summer analysing planning and management in higher education prior to the implementation of the U68 reforms in July 1977.

Its recommendations, which follow discussions with more than 250 teachers, students and administrators, are intended as a stimulus towards discussion on problems arising from the shift from further growth in higher education to redistributing social values on a recurrent model.

Referring to the five goals of U68—personal development, greater efficiency, democracy, internationalisation and social change—Mr Osterman says they must be constantly re-examined within the universities to see how they can be more suc-

cessfully achieved, and annual reports to assess progress should be based on statistical and economic data, course evaluations and special investigations.

To encourage universities to re-evaluate their priorities, which in the case of future growth will mean closing some departments and courses, he recommends that institutions which reduce their costs should not be punished by having their grants decreased, but rewarded by being allowed to keep the money they save so that they can use it as they please.

However, reducing telephone or cleaning bills is not important, he adds. What is needed is a reform of teaching methods; he suggests a reduction of formal traditional tuition in favour of increased guidance for students and resolute teaching.

Teachers should no longer be primarily concerned just with lecturing and examining; they should bear a "total responsibility" for the education of their students, including counselling. The aim would be for teachers "to guide students through their studies".

With more individual project work, which students themselves act as teachers for each other in organized study groups.

To encourage teacher efficiency in line with U68's five goals, there should be financial and career rewards, and at a national level the new National Board of Higher Education will take over central planning responsibility from the Chancellor's Office next year, should set aside a percentage of its programme grants in reward for high performance.

A special English price of the first two of Mr Osterman's reports is now available under the title *Planning for Change in Higher Education*. It is the first of a series of reports on the implementation of the U68 reforms. The price is 16334, S-103 26 Stockholm.

India

Salaries go up—but in return for 'productivity deal'

from A. S. Abraham

BOMBAY

New scales for college and university teachers throughout India, retroactive from January 1, 1975, are now in operation. The new scales, which will begin to take effect from July 1, 1975, will be about 35 per cent (as against about 20 per cent) and go up to about 80 per cent (as against about 50 per cent) for the first five years. After that, the entire cost will be met by the State governments, which are constitutionally responsible for education.

Not all provincial governments have accepted the scales. Others like Maharashtra, of which Bombay is the capital, are linking them with new service scales designed to make teachers work harder and longer.

Teachers in Maharashtra are free to work under the old scales if they wish, and will have to sign a form indicating their preference by November 30. If they choose the new scales, they must also sign an undertaking accepting the revised terms of service.

So far, teachers in Maharashtra, as elsewhere, have been paid for working examination papers; now they will have to mark them as part of their job. If they fail to do any work connected with examinations that might be given to them, they will be guilty of "dereliction of duty" and report from any action which the university may take, the teachers will make themselves liable to being denied the benefit of the revised scales.

Their workload now will be no less than 40 hours a week. At least half that time must be spent in the preparation of the institutions for classroom teaching, guidance, tutorials and consultation. The rest must be given over to "research, preparation for teaching, correction and examination work including invigilation, extra-curricular work, administration and professional work".

From now on, teachers will not be considered to be "automatically on holiday" during vacations. They will be expected to do any work that might be assigned to them during the period. Altogether, a teacher will now get not more than six weeks' holiday "over the year".

Teachers already in service who do not possess the new qualifications stipulated under the rules will have to get them within five years from April 4, 1975. If they fail to get them by then, they will get no more increments.

For lecturers employed directly by universities, the requirements are a doctorate or published work of an "equally high standard" and a consistently good academic record.

Open University was the model being adopted in most developing countries for democratizing their higher education systems. It hoped that Sri Lanka would also develop an Open University on similar lines.

Respective of employment opportunities, the country should think in terms of expanding higher education. There should be equal opportunities for more than the 16,000 now in Sri Lanka's campuses, Mr Mahipala said.

Mr Mahipala said that the British



HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Towards the 1980s: II—setting up a national commission

Analysing what was wrong with the current system of support for local and central government, analogous to this week by the Committee of Directors of Polytechnics. "The way in which the system of higher and further education is organized means that it is inherently inefficient," the committee said (see pages 4 and 27). "It results in a wasteful duplication of too many courses in too many institutions so that ratepayers and taxpayers pay too much for a service that ought to be better than it is."

Suggesting a way out of the mess is a dual system of support from local and central government, analogous to the dual system of support for universities and research councils. It is a new and ingenious idea (and Sir Alex Smith, chairman of the CDP, who is a member of the UGC, has been able to see it in action).

A Polytechnic Grants Committee is not an unworkable idea. A quarter of the degrees outside universities are in polytechnics but in colleges and still more colleges doing degree work are now being created. So what the directors seem to want is some form of Advanced Further Education Commission, or a Colleges and Polytechnics Commission, or more simply put, a Higher Education Commission, alongside the UGC.

The directors leave it there, without suggesting whether a commission should be advisory only, or whether it should be empowered to make grants in the 100 institutions that would report to it (and a statutory body would diminish the power both of the DES and of local authorities).

A small independent advisory commission of about 25, with the power to approve courses, would certainly be useful and it would have the added advantage of discharging the DES from the sort of awkward local political decisions which have bedevilled the reorganization of the colleges of education, as well as enabling the department to make national decisions about the size of the university and polytechnic sectors.

Yet if the UGC is as respected by the universities, and if the universities are demonstrably efficient, there is surely no reason why the same advisory device should not be established for colleges and polytechnics: the power to approve courses would be reinforced by the power to establish academic guidelines for institutions, and that power would rest mostly with academics, rather than civil servants.

Not need any national commission effect the local and regional work of colleges and polytechnics, since under a dual system of financial support regional councils would have grants for regional work in the main, probably for short and part-time courses and for adult and recurrent education; and if the demand for this level of work was so clearly identified, with grants specifically attached to requests for it, there would be a powerful incentive for colleges and polytechnics to engage in it.

Other obvious advantages of the creation of such a national commission are that it would give the polytechnics more self-respect, as well as a national agency to promote the ideal of the polytechnic. It might also begin to end the present division into first and second-class institutions.

The DES is said to be listening to the proposals for regional authorities to set up a national agency to promote the ideal of the polytechnic. The National Academic Awards are also said to be considering a similar form of national commission.

There may well be others whom the subcommittee will be unable to meet and who have views on the

LETTERS TO THE EDITOR

Poly facts and empty places

from Sir Alex Smith

Sir,—I would like to raise three points in diaphanous of the alarm that runs through your last issue (THES, November 14).

Firstly, at the beginning of your leader you state: "Universities still have thousands of empty science and technology places. That is not their fault, but they are empty nevertheless." But on your front page there is a very misleading headline which says: "Unpleasant facts about poly courses in science and technology." And then follows detailed information which can be summed up into much the same statement as that about the universities, namely that the polytechnics have many empty places in science and technology. On this occasion, however, you give the impression that the fault lies with the polytechnics.

Incidentally, there is nothing particularly secret about the matter. Although there are some factual errors in your statement, it is generally correct, and it has highlighted a matter for very real concern.

But let us be quite clear on what the matter for concern really is. It is that in the whole of higher education—universities and polytechnics—there is a shortage of students wanting to take vocational courses in science, technology and engineering.

I am quite sure that the way in which higher education is organized means that it has its inherent inefficiency, resulting in too many courses in too many institutions, and it is getting worse. In the local authority sector of higher education there is a course approval system, which is complex, cumbersome and its purpose is to create a barrier between judgment of what the community needs from education, and estimates of what young people will actually choose.

As far as the polytechnic area concerned, the broad summary is that there are somewhere in the region of 7,500 empty places in science, technology and engineering.

Academics' pay

from Professor Sidney Pollard

Sir,—No one who has lived through the past 18 months will wish to gainsay Mr Hartnutt's point that the Department of Education and Science have been waging a bitter war against the universities, and winning it. (THES, November 14). It has ranged over university planning and finance as well as over academic salaries.

I cannot, however, share his belief that we can fight back. Neither the University Grants Committee nor the Vice-Chancellors' Committee, nor the Association of University Teachers have been able to protect us. His particular proposals for guerrilla warfare are equally doomed to failure: academics are simply not disciplined enough to carry it through.

Since, evidently, we cannot do this, the only way to win is to fight the opposite battle: formally to sue for peace and ask for the terms of surrender. What is it that the DES want of us? To destroy the universities, as we know them? To put on so much pressure that some, the weakest, will go to the wall? To reduce us to the level of polytechnics, or even below, while raising their status to that of universities? Or is it a conviction that now that we have become a second-rate civil service, it is somehow incumbent on British universities still to be classed among the world's best?

The knowledge of what is at stake for us would allow us to take intelligent action on a personal level. I fear that there are still too many colleagues who feel that simply because the present position offends all sense of justice and is totally contrary to the values and traditions of the practice of other professions, therefore it cannot last. It has been said that the DES want to see the universities reduced to the level of polytechnics, and that is a very real possibility. The DES is said to be listening to the proposals for regional authorities to set up a national agency to promote the ideal of the polytechnic. The National Academic Awards are also said to be considering a similar form of national commission.

There may well be others whom the subcommittee will be unable to meet and who have views on the

least trying various ventures—and nothing ventured, nothing gained. What is wrong is the set of social and educational circumstances which discourages young people from taking these opportunities. We must all get to grips with that weakness.

My second point arises from your leader. "Universities are now the most efficient and effective sector of higher education," you say. It is the non-university sector that is inefficient and floundering.

Please do have a care. Mr Mulley quoted in the House of Commons on November 3 the unit costs in education. His figures for 1973/74 were polytechnics—£1,130; universities—£1,430. If our unit costs are as low as three-quarters of those in the universities, we cannot be all that inefficient by comparison. It may be that the whole system is floundering because of the lack of clear definitions of the roles of the various institutions, but the polytechnics are fortunate—and useful—in that they are the only group of institutions, apart from monotechnics, with a clear definition of their role—and they are sticking to it.

The real matter for concern, though, is the implication for the future wellbeing of our industry. The Government has just made a statement on industrial strategy, in the forward of which it states that "while we tackle immediate problems, we must also get to grips with the long-term weakness of British industry." The paper makes no distinction between education and industry, yet therein lies the most fundamental weakness of British industry. There is an anti-industry attitude prevalent in our society, and the shortage of young people opting to do engineering and technology is a symptom of this malaise.

The situation is in fact worse than that indicated by the figures for a high proportion of students in science, technology, and engineering are from overseas. The lack of young people in our country interested in applying their knowledge, ingenuity, inventiveness and ability to the needs of the future of industry and therefore for the future of our society.

The attempt in both polytechnics and universities to provide avenues for more able people to embark on industrial careers is fundamentally right; the fact that there are some courses not attracting students means that our institutions are at

least trying various ventures—and nothing ventured, nothing gained. What is wrong is the set of social and educational circumstances which discourages young people from taking these opportunities. We must all get to grips with that weakness.

My second point arises from your leader. "Universities are now the most efficient and effective sector of higher education," you say. It is the non-university sector that is inefficient and floundering.

Please do have a care. Mr Mulley quoted in the House of Commons on November 3 the unit costs in education. His figures for 1973/74 were polytechnics—£1,130; universities—£1,430. If our unit costs are as low as three-quarters of those in the universities, we cannot be all that inefficient by comparison. It may be that the whole system is floundering because of the lack of clear definitions of the roles of the various institutions, but the polytechnics are fortunate—and useful—in that they are the only group of institutions, apart from monotechnics, with a clear definition of their role—and they are sticking to it.

The real matter for concern, though, is the implication for the future wellbeing of our industry. The Government has just made a statement on industrial strategy, in the forward of which it states that "while we tackle immediate problems, we must also get to grips with the long-term weakness of British industry." The paper makes no distinction between education and industry, yet therein lies the most fundamental weakness of British industry. There is an anti-industry attitude prevalent in our society, and the shortage of young people opting to do engineering and technology is a symptom of this malaise.

The situation is in fact worse than that indicated by the figures for a high proportion of students in science, technology, and engineering are from overseas. The lack of young people in our country interested in applying their knowledge, ingenuity, inventiveness and ability to the needs of the future of industry and therefore for the future of our society.

The attempt in both polytechnics and universities to provide avenues for more able people to embark on industrial careers is fundamentally right; the fact that there are some courses not attracting students means that our institutions are at

least trying various ventures—and nothing ventured, nothing gained. What is wrong is the set of social and educational circumstances which discourages young people from taking these opportunities. We must all get to grips with that weakness.

My second point arises from your leader. "Universities are now the most efficient and effective sector of higher education," you say. It is the non-university sector that is inefficient and floundering.

Please do have a care. Mr Mulley quoted in the House of Commons on November 3 the unit costs in education. His figures for 1973/74 were polytechnics—£1,130; universities—£1,430. If our unit costs are as low as three-quarters of those in the universities, we cannot be all that inefficient by comparison. It may be that the whole system is floundering because of the lack of clear definitions of the roles of the various institutions, but the polytechnics are fortunate—and useful—in that they are the only group of institutions, apart from monotechnics, with a clear definition of their role—and they are sticking to it.

The real matter for concern, though, is the implication for the future wellbeing of our industry. The Government has just made a statement on industrial strategy, in the forward of which it states that "while we tackle immediate problems, we must also get to grips with the long-term weakness of British industry." The paper makes no distinction between education and industry, yet therein lies the most fundamental weakness of British industry. There is an anti-industry attitude prevalent in our society, and the shortage of young people opting to do engineering and technology is a symptom of this malaise.

The situation is in fact worse than that indicated by the figures for a high proportion of students in science, technology, and engineering are from overseas. The lack of young people in our country interested in applying their knowledge, ingenuity, inventiveness and ability to the needs of the future of industry and therefore for the future of our society.

The attempt in both polytechnics and universities to provide avenues for more able people to embark on industrial careers is fundamentally right; the fact that there are some courses not attracting students means that our institutions are at

least trying various ventures—and nothing ventured, nothing gained. What is wrong is the set of social and educational circumstances which discourages young people from taking these opportunities. We must all get to grips with that weakness.

My second point arises from your leader. "Universities are now the most efficient and effective sector of higher education," you say. It is the non-university sector that is inefficient and floundering.

Please do have a care. Mr Mulley quoted in the House of Commons on November 3 the unit costs in education. His figures for 1973/74 were polytechnics—£1,130; universities—£1,430. If our unit costs are as low as three-quarters of those in the universities, we cannot be all that inefficient by comparison. It may be that the whole system is floundering because of the lack of clear definitions of the roles of the various institutions, but the polytechnics are fortunate—and useful—in that they are the only group of institutions, apart from monotechnics, with a clear definition of their role—and they are sticking to it.

The real matter for concern, though, is the implication for the future wellbeing of our industry. The Government has just made a statement on industrial strategy, in the forward of which it states that "while we tackle immediate problems, we must also get to grips with the long-term weakness of British industry." The paper makes no distinction between education and industry, yet therein lies the most fundamental weakness of British industry. There is an anti-industry attitude prevalent in our society, and the shortage of young people opting to do engineering and technology is a symptom of this malaise.

The situation is in fact worse than that indicated by the figures for a high proportion of students in science, technology, and engineering are from overseas. The lack of young people in our country interested in applying their knowledge, ingenuity, inventiveness and ability to the needs of the future of industry and therefore for the future of our society.

Dead hand of learning should be turned to useful skills



An imbalance exists in our educational system between traditional academic disciplines and skilled activities, Patrick Nuttgens says. He argues that righting it in favour of skills is one possible way out of some current social and industrial crises.

He who judges the contenders prescribes where they all do. It was only in the early years of this century that the system of school examinations was developed which effectively dictated the pattern of school teaching and the careers of school children throughout the country. Various examinations had been instituted in the last half of the nineteenth century; but by the early years of this century the multiplicity of examinations needed simplification, and in 1917 the universities were recognized as the responsible bodies for conducting examinations. The establishment of this system had an effect more profound and probably disastrous than could have been expected at the time. It was emphasized by the Board of Education that the examinations should follow a curriculum and not determine it. In practice the very opposite happened.

The examinations and their requirements became the key to studies in the secondary schools. They also became something more. For the examinations were not only school leaving examinations; they were also qualifying examinations for entry to the universities. The examinations intended to give the student the passport to higher education for those lucky enough to obtain one.

It is impossible to exaggerate the importance of this development. It made entry to the universities the highest aspiration for teachers and pupils, and it had a profound bearing on the subjects which would be taught, their nature and scope and the character of the educational experience of the pupil.

For it established an unbroken chain of educational experience from the circle of the child to the circle of the university graduate in one or more disciplines. He then entered a school to teach at secondary level the same disciplines in which he himself was trained as a university student.

The pupils trained in this way were to be the most able to reproduce the disciplines in which they were trained. The successful ones make a school leaving examination in precisely the same disciplines and enter a university where they are restricted, because of the type of a leave taken, to studying those disciplines again. That is the discipline which the teachers and still has available for those who have passed the right levels.

The tyranny of the situation and the iron band which encloses the circle is the nature of the university academic disciplines. But what were those disciplines and what are they now? When the medieval universities were founded they provided a training for public life for

the limited number of men who would attend the university and find a career in church or state. By the nineteenth century the educational system had begun to bifurcate. In the aftermath of the Industrial Revolution, colleges and schools of technology and art and commerce and education were founded to equip people with the skills and for the tasks necessary in an industrial and urban society. Teacher training colleges especially were founded not to duplicate the work of the universities, but to provide teachers for the ordinary schools in that industrial environment.

Meantime the universities were themselves going through a major change. This involved the emphasis on a liberal education. First at Oxford and Cambridge, then at the new universities in the big industrial cities (two matter how many of them were actually founded as vocational schools for activities such as cloth-working, textiles, or engineering), the fundamental ethos of the university became that of a liberal education and the disciplines of the basic academic disciplines—English, history, mathematics, physics, chemistry, philosophy, and so on. They were there, it now seemed, to equip people not to perform a task or to fill a role, but with a well-stocked mind and a critical awareness of the world.

The dominance of the academic disciplines thus created a serious imbalance. Because they effectively dictated the character of the school

leaving examinations, they inevitably dictated the character of the school curriculum. The influence of the academic disciplines went still further. It rested on the conviction (inevitable in a university) that knowledge and critical awareness are verbal and not to extent numerical. So there grew up a hierarchy of esteem in which subject areas were graded. At the top were the traditional disciplines. At the bottom were the activities with which the university could not cope—visual realities, creative activity and physical skills.

The first step towards bringing this gulf between learning and skill was the fostering of the concept of applied knowledge. That rested upon the assumption that the world of practical affairs was essentially guided by the application of pure knowledge to the real world. Hence the concept of "applied science".

That assumption was fundamentally incorrect. Applied science was not at all what the giants of the Industrial Revolution dealt in. People like the Arkwrights, Brindleys, Taylors, Darbys, Faradays, George Sponsons (none of whom had a higher education) dealt in technology—the understanding and creation of means to ends, and the solution of defined, immediate problems.

It was not applied science because it did not start with science. Indeed it was usually the other way round: the technological solution to a real problem revealed a basic

truth which could then be studied as knowledge for its own sake. For from being secondary, technology was the primary force. It was the general principles, the science, that followed.

So why could not education start, like the industrial Revolution, with technology? In practice it never did. The primary force in education was to reorganize education, either to make it more egalitarian or to provide an acceptable alternative route through higher education—a route not through verbal knowledge or knowledge for its own sake, but through skill.

Famous among these experiments was the institution of the secondary modern schools at the end of the Second World War. Subsequent changes testify to their failure. Now we are in the process of making schools comprehensive, to achieve no egalitarianism of principle and the educational opportunities for all. It is a student to enter a polytechnic as a university. It must be as estimable for a pupil in a secondary school in follow pursuits that lead there.

It may be in any case that the imbalance in the educational system is the very heart of our present social and industrial crises. This country has established a system of education which gives priority and eminence to precisely those people least able or willing to contribute to its growth and efficiency. That may have been adequate in an era of leisure and cultivation. But austerity, as Roy Hibiatt pointed out recently in the THES, is of no use as a permanent frame of mind.

Dr Nuttgens is director of Leeds Polytechnic

Are university teachers members of the working class?

In a thoughtful and thought-provoking article (THES, September 12), Mr David Craig has raised the question of whether university teachers can be said to belong to the working class. The majority, he argues, earn their livelihood by selling their labour power (or, in his words, "their skills") to the state. But he also points out that many university teachers are also members of the working class, and that their work is often of a manual nature.

On the other hand, there is, he says, a large number of university teachers who are not members of the working class, but who are nevertheless engaged in manual work. This is the case, for example, with teachers in technical schools, who are often employed by the state to teach students in the use of machinery and equipment.

Mr Craig's argument is that university teachers are not members of the working class, but that they are engaged in manual work. This is a distinction that is worth noting, as it highlights the complexity of the issue.

Mathis mistake

from Mr David Craig

Sir,—I would like to apologize for a mistake which has been brought to my notice. In my "Point and Dialect" (THES November 7), I stated that in the University of Lancaster, major mathematics students were not allowed to take the free choice unit which gives people a chance to avoid undue specialization.

This was quite wrong. Mathematics students do have this choice, and I apologize to the department concerned.

Yours sincerely,
DAVID CRAIG
Lancaster University

academics have of themselves and of their work situation. With regard to his first point, it seems likely that he is historically correct. When Marx wrote *Capital*, he was under no illusion that the "salaries" drawn by directors were anything other than a disguised form of return on capital.

This situation had not changed substantially by the time Labour's constitution was framed. At that time it was out too misleading to draw the dividing line of bourgeois and proletarian between those earning (high) monthly salaries and (low) weekly wages.

But today the situation is vastly different. Many of the traditional functions of management have now devolved on to a section of the working class.

A whole army of quality controllers, programmers and planners has come into being. Such people organize their demands for salaries and conditions of service through traditional working class channels: through trade unions like the Technical and Advisory Staffs Section of the Amalgamated Union of Engineering Workers and the Association of Scientific, Technical and Managerial Staffs.

Furthermore, because these new groups have similar cultural backgrounds and working conditions to many of the older salaried groups, the latter have also most of the traditional working class characteristics. They are now affiliated to the Trades Union Congress and it is not surprising that the Association of University Teachers will shortly follow suit. So salaries, either "high" or otherwise, do not exclude a group from the working class.

Mr Craig's article arose from a review (THES July 11) of Mr Jacques' article in *Marxism Today*. It seems to me that the article in the form he puts them, however, does not reflect fairly the views which many

work patterns and job security. More surplus-value is extracted from a skilled than from an unskilled worker, and a portion of this increased surplus-value must be regarded as having been produced by those who trained the skilled worker.

Now for the last point. I think Crowe has here drawn attention to a real difficulty. The research of many academics is undertaken and carried out in a highly individual manner.

It is not surprising, therefore, that many should come to regard that own little plot of knowledge as private property. Their outlook, or consciousness, is to that extent that of the petty bourgeois rather than the proletarian.

But are they, perhaps, mistaken? Could one, perhaps, say that this is a false consciousness?

I would say, yes and no. For a small minority, the most successful operators in fact, their research really has become a kind of small business.

They employ research assistants, they buy and sell research contracts and undertake consultancy work. In some cases they may actually derive a larger income from such transactions than from their university salaries.

component in the production of a skilled labour force, means that this same surplus-value is extracted from a skilled than from an unskilled worker, and a portion of this increased surplus-value must be regarded as having been produced by those who trained the skilled worker.

Now for the last point. I think Crowe has here drawn attention to a real difficulty. The research of many academics is undertaken and carried out in a highly individual manner.

It is not surprising, therefore, that many should come to regard that own little plot of knowledge as private property. Their outlook, or consciousness, is to that extent that of the petty bourgeois rather than the proletarian.

But are they, perhaps, mistaken? Could one, perhaps, say that this is a false consciousness?

I would say, yes and no. For a small minority, the most successful operators in fact, their research really has become a kind of small business.

They employ research assistants, they buy and sell research contracts and undertake consultancy work. In some cases they may actually derive a larger income from such transactions than from their university salaries.

believes that the most profound education is verbal and while the universities maintain their stronghold on the examinations in the schools it will not be possible to escape the inevitable assumption in the schools—that practical people are stupid.

A comprehensive education must be comprehensive in the range of its teaching and its standards, not just in its name and the IQs of its pupils. Any fundamental change must allow for the actual abilities of children rather than the illusions of their teachers.

So far this country has not faced that possibility. The stranglehold—the dead hand of learning—will not be taken off until the pursuits of schoolchildren are no longer based on the traditional disciplines (or even the applied disciplines) but are actually activities themselves. For in what does a child find his obstacles and self-realization? By no means all in theoretical knowledge, but in activities—doing and making. Is it possible for a major part of the curriculum in a school—not subsidiary subjects, but the core of the work—to be in the field of activity, to apply to the secondary schools some of the thinking that has been successful in primary schools?

If so, it would reflect what is happening in higher education. For the pupil whose studies have been centered upon activities, the possibility of a higher education already exists—in the polytechnic that have insisted upon their vocational role.

The polytechnics are potentially the key not only to the reconstruction of higher education but to a re-evaluation of the whole of education in this country. For they were intended to provide an alternative route through higher education—a route not through verbal knowledge or knowledge for its own sake, but through skill.

But if the polytechnics can be accepted as equal in status with the universities, however practical and vocational their work may be, this surely has a significance for the schools. It is as honourable for a student to enter a polytechnic as a university. It must be as estimable for a pupil in a secondary school in follow pursuits that lead there.

It may be in any case that the imbalance in the educational system is the very heart of our present social and industrial crises. This country has established a system of education which gives priority and eminence to precisely those people least able or willing to contribute to its growth and efficiency. That may have been adequate in an era of leisure and cultivation. But austerity, as Roy Hibiatt pointed out recently in the THES, is of no use as a permanent frame of mind.

Dr Nuttgens is director of Leeds Polytechnic

we are in the early stages of building up a business, just as, in the early stages of a revolution, the workmen thought he was on the way to becoming a master. But how many of us are likely to arrive? And is that really what scholarship is about?

Surely, for most of us, knowledge is something we produce or, if you prefer, extract, and then present freely to society, at large. To that extent, the production of knowledge is a public service, just as much as the production of graduates.

So there is surplus-value extracted from it. Certainly there is. Much scientific knowledge is used, more or less directly, to improve the productivity of labour.

And even the most esoteric and abstract knowledge helps to improve our own productivity of labour. For that is what we mean when we speak of the organic link between teaching and research?

With one substantial proviso, therefore, I would say that university teachers are, objectively, part of the proletariat. That many of them, so far, dimly perceive the truth is the fact that many of them are engaged in manual work.

Nevertheless, those are signs of a substantial change of outlook, brought on by the enormous changes we have seen in higher education within the last two decades.

Trevor Marshall

Dr Marshall, a member of the AUT executive, teaches mathematics at Manchester University.

BOOKS

Poetic form

Be a pioneer

Square London WC1A 2

فَكَانَ مِنَ الْمُحْسِنِينَ

Give somebody thirteen Christmas presents in one



This is the ideal gift—a year's subscription to The Illustrated London News, Britain's leading monthly magazine.

Carefully choose someone who deserves it. They'll receive the superb special Christmas issue, plus a greetings card announcing your gift. Then they'll get an issue each month until next December—twelve more reminders of you.

Or perhaps you'd like the ILN for yourself? It's full of colour, reviews, articles, comment, what's on, features on the Arts...

Send £5.60 (£7 overseas) for each subscription, plus your own name and address and that of your chosen recipient, to the Subscription Manager, ILN, 23-29 Emerald Street, London WC1N 3QJ.

The Illustrated LONDON NEWS Thirteen happy events a year

Social Policy and Administration in Britain: A Bibliography

Tessa Blackstone

An up to date listing of over 2,500 books and articles covering all aspects of social policy. Hardback £4.95. Paperback £1.50

Modern British Society: A Bibliography

John Westergaard, Anne Weyman, Paul Wiles

A comprehensive guide to the literature with detailed references and cross-references. Softcover 90p

Adult Students: Education, Selection and Social Control

Earl Hopper, Marilyn Osborn

Prepared by Bill Doherty

The only study of its kind, dealing with the background, aspirations and potentials of adult students. Hardback £4.95. Paperback £2.50

Frances Pinter (Publishers) Ltd.
161 West End Lane London NW6

Look at the literary side of life
every week

read The Times Literary Supplement

On sale at newsagents every Friday

THE TIMES LITERARY SUPPLEMENT

BOOKS



An engraving by the Dutch artist F. H. von Houe (1628-98) of an eagle owl and a long-eared owl which appeared in Ornithologiae Libri Tres by Francis Willughby, London, 1676. From The Book of Birds: Five Centuries of Bird Illustration by A. M. Lyaght, Pholton, £20.00.

Hunch-back villain?

Richard III and His Eerie Histories, 1483-1535
by Allan Hanham
Clarendon Press: Oxford University Press, £8.50
ISBN 0 19 823434 6

The avocation of Shakespeare's view of Richard III as a hunch-backed villain has long intrigued scholars. However, since 1936 when Dr C. A. J. Armstrong published *The Usurpation of Richard III* by Muncie, who visited England during Richard's reign and wrote within three or four months of the battle of Bosworth, it has been generally recognized that Richard's bad reputation originated with his illegal seizure of the crown. Little was left for the Tudor propagandists to do except elaborate a pre-existing legend.

Dr Hanham reaffirms this view and by the use of documents, letters and chronicles tries to find the reality behind the legend. As she herself admits, the search is hampered by the conflict of evidence surviving from Richard's reign and the period immediately following, which is fortuitously incomplete and/or intentionally biased. Nevertheless, Dr Hanham assembles a valuable collection of source material, discusses in detail its transmission, and provides her own translations of crucial texts, notably the account of Richard's reign in the *Cronicle*, a chronicle (of which no modern translation exists) and in John Rous's *Historia* (hitherto untranslated).

As a place of research Dr Hanham's book is an impressive work intended to persuade the reader. It is less successful. Much of it is heavy reading, despite occasional wit, and colloquialisms and dirty footnotes, and its structure is impaired by illogical digressions. Dr Hanham's argument follows most chapters. More serious, Dr Hanham tends to pursue her theories at greater length and with more certainty than the evidence seems to warrant.

Although her main texts have been ably assisted by some excellent editing, Dr Hanham is sometimes cavalier in her treatment of the views of previous scholars; for example, of Sir Lewis's view of the evidence for Richard's hunch-backed deformity, which she dismisses without explanation as "unsound".

Dr Hanham concurs with the generally accepted opinion that the account of the second coronation of the Crowland chronicle was an adulteration, and a diplomat of Edward IV. She argues in addition that the monks of Crowland obtained this account of Edward's coronation from a monk of Evesham, who had been in the king's service under Richard. Rous eulogizes him with the same fervour as he later employed in his vilification.

Dr Hanham has an interesting chapter on More's *History*. Nevertheless, I suspect that she overstates the anti-Richard element. Emphasis is placed on similarities with *Utopia*; but while the latter is certainly a "Lucianic" work, the *History* is less deserving of that epithet bestowed on it by Dr Hanham, because it belongs to a different literary genre. The reader might expect to find the *History* a series of satirical attacks on Richard III, but it is not. It is a "put his country to joyous use" writing "something approaching a comic history" (elsewhere "an imaginary history"). In which King Richard appears as "a buffoon". She argues that More's account of Richard III's reign when he retired to Ousey Abbey after a career in Richard Earl of Cornwall's service.

Dr Hanham has an interesting chapter on More's *History*. Nevertheless, I suspect that she overstates the anti-Richard element. Emphasis is placed on similarities with *Utopia*; but while the latter is certainly a "Lucianic" work, the *History* is less deserving of that epithet bestowed on it by Dr Hanham, because it belongs to a different literary genre. The reader might expect to find the *History* a series of satirical attacks on Richard III, but it is not. It is a "put his country to joyous use" writing "something approaching a comic history" (elsewhere "an imaginary history"). In which King Richard appears as "a buffoon". She argues that More's account of Richard III's reign when he retired to Ousey Abbey after a career in Richard Earl of Cornwall's service.

Such treatment obscures the fundamental seriousness of the *History*. More, deeply moved by the scandalous reign only a generation earlier, used satire and fiction to reinforce his polemic against tyranny. Richard's reign, in order to move the reader, his methodical weighing of oral evidence was surely intended to achieve authenticity to get behind wild rumours.

As the volume lacks a bibliography, it is hard to see whether the secondary reading is complete. However, there is no reference, for example, to Professor M. Lovell's article in *Speculum* (1959). Nor does it seem likely that Dr Hanham would have described Rous in such derogatory terms ("an old-fashioned antiquary, entirely without a historical sense, busy-minded gossip") had she read Sir Thomas Kendrick's *British Antiquity*. Her discussion of Rous's hostile attitude to Richard III expressed in the *History*, written early in Henry VII's reign, would have been improved by reference to his two *Wacławski* rolls in that executed under Richard. Rous eulogizes him with the same fervour as he later employed in his vilification.

Arthur Crauden

Salvation of the church

The Church of Ireland, 1869-1969
by R. B. McDowell
Routledge & Kegan Paul, £3.25
ISBN 0 7100 8072 7

Dr McDowell's concise book covers the history of the Church of Ireland in the century after disestablishment in 1869. The central part of the thesis is that disestablishment, which Irish churchmen regarded as an unforgivable offence, an English party, in the end proved to be the church's salvation. Church and state in Ireland were bound to be severed sooner or later, since the establishment represented only about 10 per cent of the population. It is fortunate for the Church of Ireland that it was disestablished by Gladstone, himself a devout Anglican, who was anxious that the church should not suffer undue hardship. Had disestablishment been delayed until the age of the Nonconformity, Layard George, or the triumph of the southern Irish Catholic democracy in 1922, it is doubtful if the church would have been handled with such a tender fashion.

Moreover, after disestablishment the church's members, lay and ecclesiastical, rallied in support of a venerable institution. The Church of Ireland had a large membership among the landowning classes at a time when landlords were still a dominant and influential part of Irish society, and funds were quickly forthcoming. But it was not only financial support that was needed. For the church had to put its own house in order, and perhaps the most illuminating part of Dr McDowell's book is where he describes how the Church of Ireland was transformed from a pre-1869 Tory church to a reformed and reconstituted organization.

The reforms thrust upon the Church of Ireland by disestablishment involved increased participation in church governance. This left the church vulnerable to schism, especially "over the dominion of the land" church. The Church of Ireland, Dr McDowell explains, endeavoured successfully to maintain a "cautious conservatism", and the divisions which its ranks were never reconciled. However, this admirable conservatism meant also that the church was, perhaps, less able to deal with the approach to social change which might otherwise have been met. The essentially "middle-class" nature of the church resulted in a social of its most brilliant members making their careers elsewhere.

Since 1922 the Church of Ireland has existed in two separate parts, and has had to confront the problem of having most of its members in the north, where the church is a minority. The church's position in the north is precarious, and the church's future in the north is uncertain. The church's position in the north is precarious, and the church's future in the north is uncertain. The church's position in the north is precarious, and the church's future in the north is uncertain.

BOOKS

The road to chop suey and chips

Emigration and the Chinese Lineage: The "Mans" in Hong Kong and London
by James L. Watson
University of California Press, £5.50
ISBN 0 520 02647 0

There is a long tradition of anthropological interest in China, but since the Chinese Revolution of 1949 field-workers have had to go elsewhere, to Taiwan, Hong Kong, or in one of the ever-growing number of overseas Chinese colonies, for new data. James Watson chose to go initially to San Tin, a single-lineage village in the New Territories of Hong Kong. San Tin was chosen specifically for it is an omni-gene community—85 to 90 per cent of its able-bodied men work in Chinese restaurants abroad and the community is almost entirely dependent on their remittances for economic survival—and Watson set himself the task of not simply producing yet another ethnography of the already well-documented, single-lineage village in South China but of studying the entire process of migration and producing a model of the causes and effects of emigration that would be applicable not just to Chinese society but to other societies with a tradition of labour emigration as well.

In one way his study is unique, or at least among Chinese ethnographies, for though he concentrates primarily on the home community from which the emigrants come, in itself a rare research tactic, he also follows members of the Man family to the United Kingdom in order to investigate their adjustment to the host society.

Watson uses a "push-pull" model to explain the causes of migration, a model which is perhaps too simplistic. Economic necessity provides the "push", the lure of opportunity the "pull" that begins the process of migration. In the case of San Tin, the "push" occurs when the more traditional rice-growing agriculture and economic system gives way before the more profitable vegetable farming practised by refugees from across the harbor.

The land owned by the Man lineage, brackish and marginal, is no longer adequate. While economic disaster approaching, the Mans begin to go abroad to work in restaurants owned by other lineage members: push-pull.

But is it so simple? Are the Mans helpless victims of circumstance? Bits of ethnographic data supplied by Watson suggest that the answer is "no". Many of their choices are dictated not by what is economically possible but by what is easiest and requires the least work. Previously they grew "red rice", a less time-consuming task, and augmented their agricultural income, and gained a good deal of their social prestige by running what Watson describes, accurately, as a "protection racket", playing on their enormous reputation for ferocity. They also engaged in smuggling, and did not, such as balance, a typical traditional community. In 1955, when the transition in emigration began, the community had other options open. They could have improved their land and become vegetable farmers as other communities did, but this type of farming was deemed "less honourable" and not in keeping with the Man's high status. Poultry farming and fish farming, other alternatives, were rejected for similar reasons. It is clear that the Man's emigration can only partly be explained by the economic conditions; attitudes, values and perceptions played a large part in their decision. However, these cultural influences are never examined in any systematic way.

There are other difficulties with the model. The first wave of emigrants were not the poor farmers, as one might expect. According to Watson, the first wave comprised wealthy individuals with entrepreneurial experience and the capital in open restaurants. One wonders if those "entrepreneurs" are "pushed" and "pulled" by the same forces that influence later waves of workers.

Watson's material on the transformation of the lineage is far more convincing. He describes how the lineage modifies its function to provide loans for air fares, job placement, even charter flights for

its members as they emigrate abroad. This transformation will be of special interest in students of Chinese society as it has been the theoretical position that corporate owned land was essential to maintain the power and authority of the lineage. Watson shows that it is not the land per se which is important but control of the means for economic survival. Rather than crumbling with the devaluation of its land, the Man lineage proves flexible and adapts its structure to continue to provide economic advantage in its members, though in a different form. His description and analysis of this process is excellent.

Finally, the author points out that far from being the force for "progressive" change which everyone generally assumed, emigration could equally produce, as it did in San Tin, a trend towards "conservative change", a dynamic restructuring of institutions in perform traditional functions and in reassert traditional values. His concept, "conservative change", is a reaction to the conventional notion of "progress" which Watson says anthropologists imply when they use the word "change". I do not think his assessment of native politicians' adherence to the concept of "progress" is accurate and I cannot see how this new label differs from the concept of "revitalization" adumbrated by Anthony P. C. Wallace several years ago and now in common use.

It seems almost specious, however, in quibble over whether change stemming from emigration is progressive or conservative while standing in the midst of a community, San Tin, in which the institution of marriage is changing, the family is in disarray, modified child-rearing practices are apparently only partly successful and children and adolescents are getting out of hand—only a few of the ethnographic features noted. A few textual, presented by the elders of the community, seem weak evidence of a cultural revitalization.

On balance, while I do not find his theoretical models particularly exciting, Watson's ethnographic material and his description of the process of emigration are outstanding. His book, added to other work done in the New Territories by Fetter, Baker and Ward, completes the ethnographic description of the society of South China.

Edward Moody

Wife-givers and wife-receivers

Kinship, Descent and Alliance among the Koro Batak
by Maai Slogorimbun
University of California Press, £8.10
ISBN 0 520 02692 6

This monograph is both a contribution to the ethnography of the Koro Batak, all the more significant because Dr Slogorimbun is a Koro Batak himself, and a contribution to the long running and at times confusing debate over the existence and nature of "asymmetric prescriptive alliance systems".

For Slogorimbun, the concept of "prescriptive asymmetric alliance" has a very particular meaning. He claims that such a system must involve the existence of corporate kinship descent groups, both on the alliance "sides" and between "wife-givers" and "wife-receivers". In the Koro Batak, the author fails on at least two counts. It fails to deal in a comprehensive fashion with the alliance theorists, and he fails to produce a satisfactory analysis of his own rich ethnographic material.

Slogorimbun is content to produce a rather simplified version of alliance theory and the concept of prescriptive asymmetric alliance, lumping together authors such as Dumont, Leach, Lévi-Strauss and Needham who are not really making the same point in very different ways. It may be true that in the early works of both Needham and Lévi-Strauss there is a tendency to assume the "empirical" existence of alliance groups, the actual relations between a woman's

family of origin and her family of procreation. This relationship, plus the relationships which exist within the nuclear family are, he claims, the basic structural principles of the society. These principles are then extended outward to include more and more distant members of the society, and really distant relations are only classified as wife-givers or wife-receivers purely as a matter of "politeness". Slogorimbun's own analysis is supplemented by an analysis of the Koro Batak kinship terminology by Dr Scheffler, who comes to the conclusion that the terminology does not imply asymmetric alliance and also implies that steel systems do not exist.

How one assesses the success or failure of this monograph depends ultimately upon one's theoretical predilections: whether one prefers the holistic analyses of the alliance theorists or the mechanistic analyses of the "wife-givers" and "wife-receivers" and the concept of "wife-givers" and "wife-receivers". In the Koro Batak, the author fails on at least two counts. It fails to deal in a comprehensive fashion with the alliance theorists, and he fails to produce a satisfactory analysis of his own rich ethnographic material.

Slogorimbun then proposes an analysis of Koro Batak kinship and alliance which focuses upon the relations between a woman's



The samurai folk, and he and his sword are destroyed by gunpowder in this illustration from *The Nobility of Failure* by Iyan Morris, published by Seeker & Warburg at £6.50. The book recounts the lives and legends of Japan's most noble tragic heroes who, despite their courage and determination, fall to the superiority of imperial forces. The book ends with the story of the kamikaze pilots of the Second World War.

Dialectical Anthropology

Editor: STANLEY DIAMOND, New School for Social Research, New York

This journal is a significant episode in a wider effort to resurrect and redefine the Marxist tradition, and it constitutes the beginning of a comprehensive critique of the anthropological aspect of academic science. The undertaking is critical and dialectical, both with reference to Marxist and to the revolutionary reconstruction of contemporary Western civilization in all its basic-related aspects; the dialectical method and the deep historical perspective unite the need for, while contributing to, Marxism.

Marx left an implicit and explicit vision of humanity, a refined and fruitful method of social analysis, a dialogue of social thought, a profound sense of history, the dialectical method of anthropology, and a revolutionary purpose. This is the spirit which this journal is offered.

The first issue contains articles by Stanley Diamond (The Marxist Tradition - A Dialectical Anthropology), Stephen P. Dunn (New Departures in the Theory and Practice of Ethnology), Eugene Genovese (Class, Culture and Historical Process), Henri Wajsb (Ethnology on Language and Thought), Maurice Goddard (Towards a Marxist Anthropology of Religion), Eugene S. Ruyter (Mode of Production and Mode of Exploitation: The Mechanical and the Dialectical), W.W. Schumacher (On the Liquidation of Indigenous Numerals in "Primitive" Societies), Paul Rabinow (Surrealism as a Marxist Anthropology), David Brodwin (Technology and Social Reality), Ronald Baines (On the Ontology of Human Evolution) and Philip L. Kohl (The Archaeology of Trade).

1976/77: Volume 1 (4 issues)
Subscription rate: US \$30.00/yr. \$2.00 including postage.
Single page subscription: US \$2.00/iss. \$2.00.

Elsevier
P.O. Box 211
Amsterdam, The Netherlands

82 Vanderbilt Avenue
New York, N.Y. 10017, U.S.A.

R. L. Stirling

3 Fitzroy Square, London W1P 6JD

Deed or other instrument establishing the councils.

1b) the appropriate involvement of central Government whether with or without the 50 per cent financing suggested.

1a) and 1b) are questions which relate specifically to the proposals

(f) Whether the creation of the council would result in the creation of any counterparty body to national government.

The necessity for asking the question (1) underlines the inadequacy of the CLEA proposal. The CLEA document itself sharply refers as "afterthought" to the fact that "regional bodies usually sooner or later find the need for some kind of small national body".

more than any other in the paper, demonstrates failure to understand the need for good management and organization in higher education, which is now a major and expensive enterprise with a determining influence on national well-being, and on the lives and careers of one-fifth of the population.

The essential step in developing

...this kind of management and organization is the establishment of a national body, not along the lines proposed in the CLEA document, but as a starting point. This should be the point at which the policies are threshed out, the requirements of the different types of education determined and the allocation of resources made. The considerations

The Committee of Directors of Polytechnics now seeks the opportunity to work with others involved in the organization of higher education, regarding the decision-making

Comments on the CLEA proposals for regional machinery in England beyond the school level, a reply by the Committee of Directors of Polytechnics.

"ACADEMICS invited to deliver a
conduct special interest in
holiday literature for William
year. Historians, archaeologists
architectural and art historians
etc. Offered generous terms. U
GROU 3111 E. 8th Ave. + Tu
WASH DC 20002

The minimum salary per month for each post is:

- 1-300 K.D. as a basic salary. (N.B. 1 K.D. = approximately £1.63).
- 2-25 K.D. per month - car allowance.
- 3-30-55 K.D. - living allowance according to the grade of the applicant and the years of experience.
- 4-Free furnished accommodation.
- 5-Free return (Economy Class) travel, at commencement and on completion of the contract including wife and up to three children). Similar facilities available for each adviser vacating.
- 6-100 K.D. (maximum) for excess baggage at commencement and on completion of the contract.
- 7-Contracts available for two years (renewable at three months' notice).

Personal data and curriculum vitae should be sent to Kuwait Embassy, Cultural Attache's Office, Al-Jahra House, 3 Grosvenor Place, London, W1N 9AE. Tel : 01-629 5933.

2. Two teachers : To teach Computer Science.
APPLICANTS SHOULD HAVE :
 a- Degree or appropriate professional qualification.
 b- Experience in teaching various aspects of computers for a period of at least two years.

The maximum salary per month for each post is :

- 1-300 K.D. as a basic salary. I.N.B. 1 K.D. = approximately 1.63).
- 2-25 K.D. per month - car allowance.
- 3-30-55 K.D. - Living allowance according to the grade of the applicant and the years of experience.
- 4- Free furnished accommodation.
- 5- Free return (Economy Class) travel, at commencement and on completion of the contract (including wife and up to three children). Similar facilities available for each additional year of service.
- 6- Free medical facilities for services between at commencement and on completion of the contract.

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26